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ABSTRACT

The document, developed by a task force of Wyoming educators in the field of cooperative occupational education (COE), offers suggestions for the development of management systems and policies for the improvement and implementation of COE programs in Wyoming. Following a brief description of the philosophy and objectives of COE, the document discusses the types of cooperative programs, specific details in initiating a COE program, and presents checklists, sample forms, and outlined requirements aimed at providing guidelines and information for administrators involved in program development activities. The document provides a diverse collection of materials related to COE program development. Included are: criteria for advisory committees, coordinator's duties, survey instruments, legal requirements, school/business trade agreements, student selection standards, varied sample forms and documents, evaluation criteria and materials, facility and equipment standards, and many examples of instructional materials and activities, as well as other materials useful to administrators and coordinators. (MW)

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MANAGEMENT SYSTEM FOR MULTI OCCUPATIONAL EDUCATION

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COMBINATION OF INTERRELATED PROGRAMS
CONSUMER AND HOMEMAKING EDUCATION
DISTRIBUTIVE EDUCATION
SPECIAL PURPOSE PROGRAMS
OFF-FARM AGRICULTURAL PROGRAMS
OFFICE OCCUPATIONS
TRADE AND INDUSTRIAL EDUCATION

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CE003521

MANAGEMENT SYSTEM FOR MULTI OCCUPATIONAL EDUCATION

COOPERATIVE OCCUPATIONAL EDUCATION

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June, 1974

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Table of Contents

Preface vi
Philosophy 1
Objectives of Cooperative Education 1
Definitions 1
  Work Observation
  General Work Experience
  Work Study and Internships
  Cooperative Education
  Cooperative Occupational Education
Types of Cooperative Programs 2
  Office Occupations
  Distributive Education
  Consumer and Homemaking Education
  Trade and Industrial Education
  Off-Farm Agriculture Programs
  Combination of Interrelated Programs
  Special Purpose Programs
Initiating a Program in COE 5
  Salary
  Extended Contract
  Local Travel
  In-Service Travel
  Equipment, Materials, and Supplies
  Miscellaneous
Teaching and Coordination Schedule 7
Community College Credit 7
High School Student Credit for Job Training 8
Credits for Special Needs Students 8
School Administrator's Check List For Establishing a Cooperative Vocational Education Program 9
Surveys 12
  Business Occupational 12
  Occupational 13
  Graduate 13
  Dropout 13
  Geographic Area 14
Occupational Education 15
Principal's Check List for Establishing a Cooperative Vocational Education Program 16
State Department of Education - Personal Maintenance - Cooperative Occupational Education 18
Coordinator's Check List for Establishing a Cooperative Vocational Education Program 20

Possible Difficulties and Suggested Remedies of a COE Program 52
Forty Things to do When Making Coordination Contacts 54
Sample Training Station Student Employee Request 55
Sample Letter of Introduction to Training Station 56
Sample Visitation Report 57
Student Record Keeping Form 58
Coordinator's Visitation Report 59
Coordinator's Weekly Report to Local School Administrators 60
Suggested Coordinator's Monthly Report to Local School Administrators 61
A "Thank You" Letter to Cooperating Businesses after Rating Sheets have been Received 62
Annual Descriptive Report 63
Office of Education Instructional Codes and Titles 65
Legal Requirements 71
State Regulations
Federal Regulations
Application for a Certificate to Employ a Student-Learner 75
U.S. Department of Labor 78
Professional Growth 79
Developing and Establishing Suitable Training Stations 80
How to Locate Suitable Training Stations 80
Background to Developing and Establishing Trainind Stations 81
Determination of Training Station Effectiveness 83
The Training Sponsor 84
Training Plans and Agreements 84
Information for Employers and/or Supervisors of Employees 86
Training Agreement 87
Training Plan 89
Education Training Plan 90
Standards in Student Selection 91
Recruiting 94
Interview Procedure 96
Student's Entry Blank for Application into COE Program 98
Cooperative Education Employment Information 100
Parents' Permit for Student Entering the Program 101
Recommendations of other Teachers 102
Student Agreement 103
Wage and Hour Report 104
Student's Work Record 105
COE Job Analysis 106
Student Evaluation of Training Stations 109
Rating Sheet 110
Related Class- Curriculum Guide 117
Projects 119
Studying, Applying, and Interpreting Occupational Information 122

Coordinator's Check List of Recommended Practices for Cooperative Vocational Education Programs 22
Guidelines for Allowable Expenditures of Federal Occupational Education Funds 25
Vocational Education Amendments of 1968, Part B 32
    Program Narrative
    Projected Programs
    Course Narrative
Facilities and Equipment 35
    Equipment and Facilities
    Determining the Location of the Classroom and Coordinator's Office
    Equipping the Coordinator's Office
    Furnishing the Classroom
    Psychological Values of a Good Learning Environment
    Educational Rationale for Proper Classroom Equipment
    Common Classroom Equipment
    Occupational Entry Job Requirements
    Sample COE Classroom
    Achievement Level of Instruction
Introduction to Public Relations 40
    Suggested Public Relations Activities
Self-Evaluation 41
COE Education 42
Advisory Committees 44
    Functions of an Advisory Committee 44
    Advisory Committee Members Responsibilities 44
    Teacher-Coordinator's Responsibilities 44
    Superintendent's Responsibilities 45
    Principal's Responsibilities 45
    Steps in Organizing and Implementating 45
    Operational Criteria 46
    Teacher-Coordinator's Check List for Planning the First Meeting of an Advisory Committee 47
    Secretary's Minutes of the Advisory Committee Meeting 47
Coordinator 47
    Objectives of COE
Teacher Certification 48
The Coordinator's Duties 49
    To the School Administration
    To the Faculty Members
    To the Administrators
    To the Public
    To the Student Workers
    To the Parents
    To the Business and the Community
    To the Program

Educational Requirements for Employment Opportunities 126
    Objectives
    Nature and Scope
    Materials, Equipment, and Resources
    Pre-Project Preparation
Step-by-Step Procedure 127
Evaluation 127
Interview Form 129
Selling Yourself in a Job Interview 132
Job Interview Rating Sheet 135
Self-Improvement Through Self-Evaluation 136
Developing a Letter of Application and a Personal Data Sheet to be Used in a "Mock" Job Interview 141
How to Prepare for and Participate in a Job Interview 143
Preparing and Writing a News Item for the Local Newspapers 145
Teen Age Style Show 148
Youth Activities 152
    Objectives of Cooperative Education Clubs
    Club Participation
    Open House
    Publicity
    Certificates of Merit
    Types of COE Student Organizations
Outline of a Suggested Procedure for Conducting a Continuous Follow-up of COE Graduates and Dropouts 155
Survey of Graduates 157
Placement of Program Completions in Vocational Education Programs 158
    Instructions
Terms used in Cooperative Occupational Education 160

Preface

This Management Systems for Multi Occupational Education is offered for consideration when endeavoring to develop and improve Cooperative Education Programs.

These systems do not purport to be policy but are suggestions only. They have been developed to give a base from which to work and to present cooperative education in a manner reflecting concepts current in Wyoming. Its intent is that school board members, superintendents, principals, community college presidents, deans, counselors, teachers, parents, and student-learners will be assisted with the information herein.

These systems are also a compilation of information and data which the coordinator may need frequently but it does not replace regularly prescribed training procedure for coordinators. It is intended only as a source of reference on matters pertaining to legal requirements, standards, objectives, and procedures for organizing and operating cooperative education program.

The systems had been developed by a task force of Wyoming educators who are leaders in the cooperative method. The Wyoming State Department of Education selected the following participants for the task force:

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PHILOSOPHY

Cooperative occupational education is designed to assist individuals in becoming self-supporting, efficient, contributing members of our society by providing instruction, occupational experience and training in relation to their career objective.

OJECTIVES OF COE

1. To provide an on-the-job introduction to an occupational field which affords an opportunity for growth in the world of work.
2. To gain technical and related information which will enable the learner to engage in the work of the chosen occupation intelligently, safely, and confidently.
3. To assist the student in bridging the gap between school and work by employment under actual working conditions with professional guidance from a trained supervisor on the job, and instruction from a qualified teacher-coordinator in the classroom.
4. To make optimal application of school learning to an occupation and of job learning to school work.
5. To learn to assume responsibilities in work, in relation to peers, in his community, and himself.

DEFINITIONS

As the preceding objectives point out, cooperative occupational education is a "total concept" program in education. There is a need to develop training on the high school level, post-secondary level, and the adult level.

1. For General Education Purposes
   a. Work Observation
   Student observes work, does not perform tasks except to understand them. Unpaid. Usually few weeks in length at most. May be tied in with a class in which occupational information is discussed.

   b. General Work Experience
   Student performs tasks of actual job. May or may not be paid. Typically engaged in for general education values, including exploratory. Usually one semester or less. Limited school supervision; usually no related class.
2. For Occupational and Professional Education

a. Work-Study and (2) Internships
Student performs in approved job situation. Usually paid and given credit in-school instruction usually before work period and seldom tied in directly with job experiences. Typically one semester or more. "Internship" is term used for collegiate experiences.

b. Cooperative Education
Occupational goals based on student's career objective. The work situation is an occupational laboratory for the classroom instruction. Selected training stations. Correlated instruction in school. Pay and credit. Consistent school supervision. Typically at least one year.

c. Cooperative Occupational Education
Cooperative Occupational Education (COE) is defined as a program of vocational education for students who, through the mutual efforts of the school and employers, receive instruction in the required academic areas as well as specific related occupational fields. Both instructions are planned and supervised so that each contributes to the student's education and employability. Work time and school attendance is correlated so that both graduation and COE requirements can be met. Instruction in school is supplemented by supervised occupational experiences provided through training stations located at cooperating businesses and/or occupationally oriented project laboratories conducted in the school.

Cooperative programs may be developed from the following occupational clusters:

1. Agriculture and natural resources occupations
2. Office occupations
3. Communications and media occupations
4. Construction occupations
5. Environmental, control occupations
6. Health occupations
7. Hospitality and recreation occupations
8. Manufacturing occupations
9. Marketing and distribution occupations
10. Marine science occupations
11. Personal services occupations
12. Public services occupations
13. Transportation occupations
14. Consumer and home making education

TYPES OF COOPERATIVE PROGRAMS

Since this handbook is directed toward teacher-coordinators representing all areas in occupational education, it might be well to review briefly the types of cooperative programs presently in existence.

1. Office Occupations

Cooperative office programs provide classroom instruction and on-the-job training to develop occupational competency in office skills, knowledge and attitudes. These programs are intended to prepare the student for initial employment and for advancement on the job. Given prior to the time of employment at a training station, the instruction includes courses such as typewriting, shorthand, transcription, bookkeeping, and machine operation. During the time of training station employment, the students classroom work includes directly related instruction such as office procedures, which includes clerical procedures; calculating, dupkicating, and transcribing machines; filing, cashiering, sales, purchases, payroll, and stockroom procedures; and business correspondence and other communications.

2. Distributive Education

Cooperative programs in distributive education are designed to prepare students for entry occupations and for promotion to positions of increased responsibility in the various areas of marketing and distribution, including wholesaling, retailing and service industries, The programs take several forms, but most commonly, the students are employed at training stations on a half-day basis during their senior year in high school. In some cases the necessary courses in marketing and salesmanship are completed in the junior year as pre-employment classes, followed by related instruction and on-the-job training in the senior year.

3. Consumer and Homemaking Education

In home economics, increased emphasis is how being placed on program development specifically geared to preparing students for employment. Typical occupations for which cooperative home economics programs are used include the food service area, clothing maintenance, hotel and motel service and child care. The main objectives of cooperative education efforts in home economics are: to prepare students to obtain specific jobs using the technical skills of home economics; to assist students in developing personal characteristics that are necessary in the world of work; to alert students to the possible job opportunities in the home economics field; and to help business and industry become aware of the assistance that the school can give through cooperative job training in home economics related occupations.

4. Trade and Industrial Education

Cooperative programs in industrial education are designed to prepare students for entry jobs in the skilled trades or other skilled industrial occupations.

The in-school phase involves instruction in both general employment information common to all occupations and trade theory which is applicable to the occupation or trade in which the student is employed. The emphasis is on the acquisition of specialized skills and knowledge needed for trades which demand in-depth instruction.

These programs are sometimes called Diversified Cooperative Training (D.C.T.), Industrial Cooperative Training (I.C.T.), or Industrial Cooperative Education (I.C.E.) because the students in one class are employed in training stations representing different trades.

In some large cities or in area schools, instruction may be organized according to trade areas or by occupational families, e.g., automotive, drafting, and printing. In these schools the teacher-coordinator may teach the pre-occupational (sometimes called pre-employment) classes or tenth grade shop and the related technical information for those who are employed on a cooperative job. Under this plan the occupational drafting teacher-coordinator would teach the tenth year pre-occupational students two or three periods and the eleventh or twelfth year employed students one period each day. An important part of the school day must be devoted to on-the-job coordination. Usually such programs follow the alternating plan where the student is in school one, two, or three weeks and on the cooperative job a similar period. Cooperative programs in industrial education may be suggested for those who plan to enroll in industrial or technical programs on the post-high school level; those who want to work full time immediately following high school graduation; and those who wish to pursue a college major in industrial education.

5. Off-Farm Agriculture Programs

There are many occupations in which agricultural competencies are needed in addition to farming. Examples include: elevator operations, farm equipment, feed and fertilizer sales, farm produce, and livestock brokerage operation, On-the-job, supervised occupational experiences in conjunction with related classroom learning experiences can be one of the answers to providing competent people for their entry into agriculture-related off-farm occupations.

6. Combination of Interrelated Programs

In many communities, cooperative programs are in operation which involve students employed in several occupational fields, including the office, distributive, trade and industrial, off-farm agricultural, and home economic-oriented occupations, In some states these programs are called Diversified Vocational Programs. In other states these are called Cooperative Occupational Education Programs. Programs of this type are best suited to small high schools in rural areas where there are neither enough students nor enough acceptable training stations in single occupational areas to justify separate programs.

Although interrelated or diversified programs embody the basic principles common to all cooperative education programs, some special problems do exist. To operate a program that is truly occupational cooperative, directly related instruction in the classroom must be coordinated with the on-the-job experiences.

The coordinator must be familiar with and have had work experience in several occupational fields. In addition there is the problem of developing and using the great variety of individualized instructional materials that must supplant the usual group methods used in specific or unit type programs.

7. Special Purpose Programs

As school administrators learn more about the advantages and the operating details of cooperative education, we will see more special, purpose programs developed. An example of this gasoline station attendants. Such programs involve instruction from the trade and industrial field as well as sales and service. It is also advisable to include recordkeeping, typing, or similar business office skills.

"Special purpose" cooperative programs might be considered for physically handicapped, retarded, and "inner-city" youth.

INITIATING A PROGRAM IN COE

1. SALARY

It is suggested that teacher-coordinators be paid in accordance with the school salary schedule, with emphasis given to years of teaching experience and years of work experience.

Example--School District X hires a teacher-coordinator with an AB degree having 2 years teaching experience and 4,000 hours of work experience. He should be given 4 years experience for salary placement. (i.e., 2,000 hours work experience equals one year of teaching experience.)

2. EXTENDED CONTRACT

Teacher-coordinators have a definite need for an extended contract. They need time prior to the official opening of the school year to begin contacting potential training station representatives and begin placing students at the respective stations.

Coordinators need time after the end of the official school year to finalize annual reports, to complete follow-up of students and to make final contact with training station sponsors.

3. LOCAL TRAVEL

The teacher-coordinator is required to provide his own vehicle when supervising the work stations. He should be compensated for mileage necessary to coordinate the program. The coordinator must keep a daily record of his mileage.

The travel expense estimate should be entered in each year's annual school budget and state proposal.

4. IN-SERVICE TRAVEL

Due to a multitude of professional activities which are directly related to program growth, it is necessary that the COE budget include funds for travel to these activities. A portion of the budget for in service travel must be established.

There are numberous state, regional, and national activities every year. Their specific purpose is professional improvement. It is evident that if the teacher-coordinator is not active and present at these functions the school, students, and total program will suffer accordirgly.

Also for budgetary consideration is travel for youth activities at the state, regional, and national levels. These organized educational activities will develop the COE program, develop good public relations for the school and community, and enhance the students' education. The benefits of these youth activities are numberous and invaluable for all concerned.

5. EQUIPMENT, MATERIALS, AND SUPPLIES

- Equipment
  - Typewriter
  - Filing cabinets
  - Adding machine
- Tables and chairs
  - Teacher--desk and chair
  - Simulated work stations
    - stores
    - offices
    - shops
  - Maintenance
  - Audio-Visuals
- Materials
  - Textbooks
  - Audio-visuals
  - Programmed material
  - Reference books
  - Magazines and periodicals
- Supplies
  - Paper
  - Envelopes
  - Stamps
  - Duplicating supplies
  - Letterheads
  - Telephone
  - and others

6. MISCELLANEOUS

The teacher-coordinator, because of his coordinating activities, will usually be confronted with additional expenses.

He should have a budget set up to take care of parking meters, parking tickets, coffee, lunches during the period when he is visiting with prospective employers, business and industrial leaders.

It is also suggested that since the teacher-coordinator is representing the school in the downtown community there are times when he will attend various civic and service organizations and it is preferable for him to be a member of these organizations as a representative of the school.

TEACHING AND COORDINATION SCHEDULE

To have an effective cooperative program it is important to have proper teaching load and coordination time. The teaching load should consist of no more than three classes taught with student enrollment not to exceed 15 per class. The teacher-coordinator is scheduled for one planning period per school day and two released periods per school day for coordinating student job training.

Sample of a Full Time Teaching-Coordination Schedule

Period	Responsibility
1	COE Class
2	COE Class
3	COE Class
4	Planning period
5	Coordination
6	Coordination

The above schedule is a full schedule for operating an existing program. It is important to note that coordination time should be continuous and not interrupted by classes. Initiating a new program would require additional released school time to establish sound, effective training stations and proper program orientation to the community.

COMMUNITY COLLEGE CREDIT

For the community college students on the job training credit, he will receive one hour of credit for every five hours of on the job training to a minimum of 15 hours per week and a maximum of three hours credit per semester.

For those community college students working on an internship in the summer, he may receive six hours credit if the students work full time (40 hours) in his career objective and a minimum of 12 weeks summer employment.

It is suggested that credits given for on the job training can be applied towards the certificate or degree. The number of credits allowed is left to the discretion of the community college.

HIGH SCHOOL STUDENT CREDIT FOR JOB TRAINING

The high school student participating in a cooperative education program receives school credit for job training and experience. Standard procedure is to issue to same amount of credit for on-the-job training as the student receives for the COE class, i.e., if the COE class carries one Carnegie Unit of credit per year; job training credit receives one Carnegie Unit credit per semester or 2 Carnegie Units of credit per year.

A Student should complete a minimum of 200 successful job training hours per semester in order to receive school credit.

CREDITS FOR SPECIAL NEEDS STUDENTS

The value of credits given to exceptional children for work-experience should be pre-determined by the administration and teacher-coordinator.

Since students will progress at individual rates, work-experience should be viewed as part of the total development of the individual. The student may work four hours a day for three years and may seem to have accummulated a sufficient number of hours for graduation but he may not be ready for graduation.

Credits should be considered for graduation and viewed as a part of his total development. However, the student should be given a chance to graduate when the principal, teacher-coordinator, and special needs supervisor or consultant feel that the student has sufficiently progressed in his training and displayed good work habits and attitudes

SCHOOL ADMINISTRATOR'S CHECK LIST
FOR ESTABLISHING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

A. Determine whether or not a program is needed and feasible.

1. Learn how the program operates, who is responsible for the organization and administration of the local program, and the responsibilities and functions of teacher-coordinators and related subject teachers.

2. Learn the State requirements for the operation of the program.

3. Request assistance in determining the need for a program from the Vocational Division of the State Department of Education.

4. Determine whether or not there will be sufficient interest in the program.
   Sources of data:
   a. Student Interest Survey
   b. Parents Interest Survey
   c. School Board Recommendations
   d. Guidance Personnel Recommendations
   e. Faculty Recommendations

5. Make a local occupational survey to determine the number and types of training stations available. Sources of assistance in gathering occupational need data:
   a. Advisory Committee
   b. Public Employment Service
   c. Comprehensive Area Manpower Planning Committee
   d. Chamber of Commerce
   e. U.S. Census Statistics
   f. Service Clubs
   g. Labor Groups
   h. Research Coordination Units
   i. Counselors
   j. Trade Associations
   k. State Department of Education
   l. Surveys Conducted as Student Class Projects

6. Determine whether the cooperative education program will fit into total school program answering the following questions:
   a. Are there sufficient physical facilities, room and equipment available?
   b. Can instructional materials be made available?
   c. Can the school meet the requirements of the State Plan for the program?
   d. Are instructional personnel available?
   e. Is the school near enough to the employment community so that students can get to the training stations from school and home without undue difficulty?

    - f. How many students are now working?
    - g. What courses, if any, must be added for effective operation of the program?
    - h. Have key individuals among employer and employee organizations been contacted regarding the advisability of setting up the program? Has their cooperation for setting up the program been obtained?

B. If the program is needed and feasible, these steps may be taken to establish the program:

- 1. Install the program.
    - a. Decide upon the type or types of programs to be installed.
    - b. Devise a tentative written plan, including: philosophy, objectives, policy formation, control, procedures, responsibilities of personnel, organizational structure and general supervision, broad advisory functions, and an estimated total cost and budget for the program.
    - c. Describe characteristics of student groups to be served.
    - d. Identify occupations for which training will be given.
    - e. Provide space for the program, classrooms, etc.
    - f. Plan the appointment of an advisory committee. (The board of education may aid in the appointment of the advisory committee.)
    - g. Publicize continually progress in the development of the program.
    - h. Thoroughly inform the faculty of the school on the objectives of the program and how it operates.
    - i. Inform parents about the program.
    - j. Through the counseling services, identify students who would benefit from and be interested in the program.

- 2. Select and hire a teacher-coordinator.
    - a. Determine the number of part-time and/or full-time teacher-coordinators required.
    - b. Inform the teacher training institutions and the State Department of Education of the need for a coordinator (s).
    - c. Consider state requirements and essential personal characteristics when selecting a teacher-coordinator answering the following questions:
        - (1) Does the coordinator have the required professional and technical training for the particular program to be installed?
        - (2) Is the coordinator occupationally competent for this program? (Does he have actual work experience in the occupational field in which he will train students?)
        - (3) Does the coordinator have a deep interest in youth?
        - (4) Does the coordinator believe in the program and the need for it in the school and community?

(5) Will the coordinator be respected as a teacher and a faculty member by pupils and faculty?

(6) Will the coordinator be respected by members of the employment community?

(7) Will the coordinator be an active participant in school and community affairs?

BUSINESS OCCUPATIONAL SURVEY

Please state the kind of business you are engaged in (such as Wholesale, Retail, Mfg, etc.)________________
and please state line (as Hardware, Bakery, etc.)______________________________

INSTRUCTIONS: You are asked to answer seven questions concerning the different commercial positions you have in your business. In Column No. V, check with an "X" under the word which represents your answer. "M" means "male" and "F" means "female."

I	II Minimum Age		III Number of Employees Hired Last Year		IV Minimum Salary Paid Per Week		V Do You Prefer Male or Female Workers?		VI Number You Now Have Employed		VII Is Experience Required of Beginners?		VIII Educational Requirement 1. Grade School 2. High School 3. Two-year college 4. College			
	M	F	M	F	M	F	M	F	M	F	Yes	No	Check least you will accept			
													1	2	3	4
Retail Salesmen																
Wholesale Salesmen																
Clerks:																
Sales																
Credit																
Shipping																
Stock																
Mail																
Inventory																
Receiving																
Delivery Boy																
Office Boy																
Wrappers																
Messengers																
Collectors																
Advertising Personnel																
Window Trimmers																
Others. (Please list)________																
__________																

OCCUPATIONAL SURVEY

1. Number of businesses in the community________________________.

2. Number of persons employed in these businesses: full-time__________
part-time__________

3. Type of business____

4. Kind of education required of employees________________________

5. Kinds of work employees do____________________________________
____

GRADUATE SURVEY

1. Percentage of employees who are graduates of the local high school______
Positions they hold:____
____

2. Number of students in the high school who are working on a part-time basis: Girls________ Boys_______

3. Percentage of students who graduate and move on to another community ________________. Are these students using their training in their present jobs? ____

4. Number of graduates who maintain the same jobs, advance or change jobs____

5. Number of graduates who enter the military service_____________

6. Number of graduates who marry and do not work_______________

7. Number of married graduates who later return to work___________

DROPOUT SURVEY

1. What happens to the students who drop out of school?______________
____

2. What kind of job does the dropout student get?____________________
____

3. Does this student advance? Yes_______ No_______

4. Number of students who return for more education_________________

GEOGRAPHIC AREA SURVEY

1. Number of students who leave the community____________________

2. Number of students who leave and return later____________________

3. Number of students who stay in the community but work in another community____________________

OCCUPATIONAL EDUCATION

List in detail qualified occupational education subjects and current teachers. A teacher must have a teaching certificate issued by the State Department of Education, endorsed for the vocational subjects taught grades 7 through 12.

Units are allowed for the following:

Occupational Orientation - 7 or 8
Industrial Arts Exploration
Home Economics Education
Cooperative Education
Career preparation in eleven cluster areas as approved by the Occupational Education Section of the State Department of Education.

One classroom unit is allowed for each occupational instructor teaching occupational subjects full time for which he is certificated. For less than full time a proportionate fraction of a classroom unit will be allotted.

Classes shall be scheduled for periods of time not less than that required for other subjects in the school program.

In schools with a total enrollment of 125 or more, the minimum size of occupational classes must be ten (10) and in schools of total enrollment of less than 125 the minimum size of occupational classes must be five (5) to be counted as units. No parts of class periods should be used for unrelated activities, or passing time.

One exception may be allowed for the entire occupational program for one class with fewer than the minimums stated above, provided it does not duplicate another class in the same field.

Any new courses must be submitted to the Occupational Education Section of the State Department of Education for approval. Please submit the narrative on the enclosed form.

PLEASE CALL 777-7675 IF YOU HAVE ANY QUESTIONS

1 Name of Teacher	2 Subject(s) Taught	3 Grades Taught	4 Total Periods in School Day	5 Total Periods Teacher is Assigned Including Study Halls, Excluding Planning Periods	6 Total Occupational Classes Taught	7 Total Occupational Units

NOTE: Divide Column No. 5 into Column No. 6 for Column No. 7

PRINCIPAL'S CHECK LIST
FOR ESTABLISHING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

A. Activities Prior to Beginning Program

1. Become as familiar as possible with the program and its operation so that questions from parents, students, and employers can be answered.

2. Learn how the cooperative program fits into the overall curriculum of the school. Know its vocational objectives and how it operates.

3. Make arrangements for credit and hours.

4. Determine the availability of classroom facilities and equipment.

5. Designate the coordination and teaching personnel needed and determine their responsibilities.

6. Publicize the program within the school and in the community.

7. Participate in making a written local plan for the program.

B. Activities After Program is Initiated

1. Establish broad and immediate basic policies for the program.

2. Schedule related instruction
   a. Schedule or help to organize the vocational classes for the coordinator to teach. (The class schedule should permit pupils to obtain experiences in a training station in the morning or in the afternoon, or on alternate days or weeks)
   b. Determine the coordinator's load, providing sufficient time in his daily schedule for supervising the student on the job. (A good guide to follow is one-half hour per student per week.)
   c. The class enrollment should be limited sufficiently to provide adequate time for individual instruction. (Fifteen to twenty-five students per class is a good guide to follow.)

3. Assure that the counselor(s) and coordinator(s) work together closely in the selection of students.

4. Provide an opportunity for the coordinator to present the program to the faculty.

5. Provide opportunities for the coordinator to present the program to prospective students.

6. Assist coordinator and counselor in selecting students who will benefit from the program. Consider the following:
   a. Interest in occupation for which training is available
   b. Readiness for occupational experience
   c. Acceptance by a training station. (This is the final test of a student's being acceptable.)

7. Encourage the coordinator to set up a coordination plan and know what his time schedule will be.

8. Provide a continuous budget for the program.

9. Help the coordinator acquire needed instructional materials, equipment, teaching aids, and supplies.

10. Determine whether or not the coordinator has a well organized course of study.

11. Check to see that each pupil receives school credit and full pay for on-the-job training.

12. Help the coordinator develop a plan for program evaluation and follow-up.

STATE DEPARTMENT OF EDUCATION
CAPITOL BUILDING
CHEYENNE, WYOMING

PERSONAL MAINTENANCE - COOPERATIVE OCCUPATIONAL EDUCATION

(ONE COPY FOR STATE DEPARTMENT OF EDUCATION, ONE COPY FOR SCHOOL ADMINISTRATOR, AND ONE COPY FOR COORDINATOR)

NAME____________________________ CERTIFICATION EXPIRATION DATE__________

HOME ADDRESS______________________________________ PHONE__________

SCHOOL AND DIVISION__________________________________ PHONE__________

JOB TITLE_______________________ (NEW__________________ SAME__________

PROFESSIONAL DEVELOPMENT

COURSES COMPLETED (GIVE COLLEGE, TITLE, NUMBER, SEMESTER CREDIT)

____

____

____

OCCUPATIONAL EXPERIENCE GAINED (GIVE AGENCY, LOCATION, DATES, JOB)

____

____

WORKSHOPS AND GROUP CONFERENCES (SUBJECT, LEADER, DATE, LENGTH IN HOURS)

____

____

PROFESSIONAL MEETINGS ATTENDED (GIVE NAME, DATE, PARTICIPATION)

____

____

____

MEMBERSHIPS HELD (GIVE NAME, OFFICE OR PARTICIPATION, PROFESSIONAL, CIVIC)

HIGH SCHOOL CLASSES (GIVE D. O., OTHER ASSIGNMENTS)

ENROLLMENT

ENROLLMENT

ENROLLMENT

ENROLLMENT

ENROLLMENT

ADULT CLASSES (GIVE THOSE TAUGHT; GIVE THOSE SUPERVISED)

ENROLLMENT

ENROLLMENT

ENROLLMENT

ENROLLMENT

ENROLLMENT

MATERIALS DEVELOPMENT (GIVE UNITS, TOPICS, AIDS, BROCHURES, ETC.; INCLUDE A COPY WITH THIS REPORT)

SUPERVISION OF STUDENT TEACHER (GIVE COLLEGE, DATES, STUDENT)

HIGH POINTS OF THE YEAR

(SPECIAL ACCOMPLISHMENTS, RECOGNITION, PERSONAL AND PROGRAM)

COORDINATOR'S CHECK LIST FOR ESTABLISHING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

(Items in the approximate sequence in which they should be performed)

A. Before school begins.

1. Review planned budget and make recommendations for any needed revisions.
2. Organize the steering committee (temporary advisory committee) with representatives of employers and employees for the occupational field(s) and from the school, parents, and students.
3. Announce availability of the program and provide program information.
4. Interview and obtain information on potential students.
5. Identify students who are to be accepted for a cooperative vocational education program.
6. Describe expected student outcomes.
   a. Identify career goals and occupations.
   b. Specify needed competencies.
   c. Write statement of expected student outcomes.
7. Arrange for on-the-job training with employers.
   a. Select training stations (employers of students).
   b. Explain the program purposes, policies, and procedures.
   c. Obtain training agreements.
   d. Select and appoint training sponsors (on-the-job Trainers).
   e. Orient training sponsors.
   f. Develop training plans.
8. Arrange placement of students.
   a. Match students with training stations where they are
   b. Arrange job interviews.
   c. Prepare students for job interviews and successful entry.
   d. Check with employers on their decisions and follow up with individual conferences with students.
   e. Continue arranging interviews until all students are placed.
9. Plan job-related instruction.
10. Order instructional materials.

B. After School Begins.

1. Make initial coordination calls as soon as possible in order to avoid problems and to assure a successful beginning for students and training sponsors.

2. Make final lesson plans and arrange for individual study and interrelated instruction.

3. Help students organize a vocational youth organization chapter and plan chapter activities.

4. Organize a permanent advisory committee for specific occupational fields.
   a. Have appointment and announcement made by school administration.
   b. Describe duties of the committee.
   c. Schedule meetings.

COORDINATOR'S CHECK LIST OF RECOMMENDED PRACTICES FOR COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

A. Students

1. Students are placed in jobs matched to their abilities and interests and in which they are likely to be satisfactory and satisfied. The students meet the requirements of labor laws.

2. A system of admitting students to the program has been developed jointly with the guidance staff, administration and participating employers.

3. Programming procedures have been worked out with the approval of counselors and the administrator

4. A method of granting credit and grading has been adopted.

5. Students receive full pay for on-the-job training time.

6. Students are placed in work environments which are healthful and where safety standards are maintained.

B. Public Relations

1. The faculty and administration have been oriented.

2. The student population and their parents are informed about the program.

3. Procedures of the program have been developed in cooperation with school, community, labor and employer groups.

4. A planned program of spaced publicity has been made.

5. Concerned groups in the community have been informed about the program.

6. Potential employers have been contacted and asked to participate.

C. Coordination.

1. The teacher-coordinator has coordination time allotted. (approximately one half hour per week per student on the program).

2. Each student works and learns under the direction of a training sponsor throughout the time he is in the program.

3. A training agreement and on-the-job training plan has been arranged between the coordinator, each training sponsor and student, and his parents.

4. The coordinator has a system of reporting to the administrators, counselors, and other faculty to keep them posted on the program.

5. The coordinator has a system for evaluating occupational experience and job performance.

6. Coordination calls are made to each training station approximately once every two weeks.

7. The coordinator implements a plan for developing training sponsors.

D. Training Program

1. The program prepares students for occupations which offer career opportunities and are "susceptible to advancement."

2. Provisions are made to keep the training up to date and in line with occupational changes.

3. A written statement of program purposes has been prepared and disseminated so that concerned individuals and groups understand the purposes of the program.

4. Long-range goals for groups to be served have been established and priorities have been set.

5. Student and manpower needs are considered in the design of the program and in its long-range development.

6. Provisions are made for periodic and continuous evaluation of student outcomes and effects of the program on manpower and the community.

7. The policies and procedures established by the State Board of Vocational Education are followed.

8. A vocational youth organization chapter is an integral part of the instructional program.

E. Related Instruction

1. Provision has been made for school instruction related to the occupational experiences and career objectives of the students.

2. The competencies taught in school are correlated with the occupational field for which on-the-job training is given.

3. Provision is made for adequate facilities and equipment, appropriate for the occupations to be taught and the needs of the students.

4. Job-related instructional materials are provided.

5. The methods of instruction and learning activities are designed to develop occupational competencies.

6. Students are prepared for occupational flexibility by learning how to learn a job effectively and efficiently because they are made aware of the process; and methods of learning are used that carry over into the learning of future jobs.

7. Students learn to accept responsibility for their own progress in learning a job and planning a career.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal Financial assistance."

Therefore the Guide for Cooperative Vocational Education, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, was prepared in compliance with this law.

April 1972

WYOMING STATE DEPARTMENT OF EDUCATION

GUIDELINES FOR ALLOWABLE EXPENDITURES OF FEDERAL OCCUPATIONAL EDUCATION FUNDS

Vocational Education Act of 1963 As Amended in 1968

P.L. 90-576

A. Source of Federal Regulation

Federal funds which have been allocated for occupational education programs are funded under the Vocational Education Act of 1968, which is outlined in the Federal Register, Volume 35, Number 91, May 9, 1970.

B. Objectives of Instruction

Occupational instruction shall be designed to:

1. Prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or semi-professionals in recognized occupations and in new or emerging occupations;
2. Prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs;
3. Assist individuals in the making of informed and meaningful occupational choices;
4. Provide the necessary instruction so that upon its completion the individual will have the skills necessary for employment in a specific occupation or a cluster of closely related occupations in an occupational field;
5. Provide instruction which shall include classroom related academic and technical instruction and field, shop, laboratory, cooperative work, apprenticeship, or other occupational experience; or
6. Achieve any combination of the above objectives.

C. Non-eligible Instruction

Funds under the Vocational Education Act shall not be available for instruction in general education subjects. However, a program of occupational instruction may be supplemented with such other general education subjects supported with funds from other sources as may be necessary to develop a well-rounded individual. Also, funds under the Vocational Education Act shall not be available for the funding of Industrial Arts as this is, by definition, a general education subject.

D. Content of Occupational Instruction

The program of instruction shall be based on a consideration of the skills, attitudes, and knowledge required to achieve the occupational or other objective of such instruction, and includes a planned sequence of those essentials of education and/or experience deemed necessary for the individual to achieve such objectives.

E. Federal Share of Expenditures

(Federal - State - Local Match)

1. Part B On-going, Disadvantaged, and Handicapped Programs
   50% Federal Monies - 50% State-Local Match

2. Part B, Section 102(b) - Disadvantaged Programs
   100% Federal Monies - No State-Local Match Required

3. Part C - Occupational Education Research Programs
   90% Federal Monies - 10% State-Local Match

4. Part D - Exemplary Programs and Projects
   100% Federal Monies - No State-Local Match Required

5. Part F - Consumer and Homemaking Programs
   50% Federal Monies - 50% State-Local Match

6. Part G - Cooperative Occupational Education Programs
   100% Federal Monies - No State-Local Match Required

7. Part H - Occupational Work-Study Programs
   75% Federal Monies - 25 State-Local Match

The Federal share of expenditures shall not exceed stated Federal amount.

F. Non-Federal Share of Expenditures

The non-Federal share of expenditures shall be made only for programs, services, and activities which meet all of the conditions, requirements and regulations of the Vocational Education Act. This means that every school, class, program or activity supported in whole or in part by non-Federal funds required to match Federal funds must meet the same conditions and requirements as those supported by Federal funds.

The non-Federal share of expenditures under parts B, C, F, and H of the Vocational Education Act may come only from public funds at the State or Local level. In addition to tax revenues and appropriated funds, such funds may include funds derived from donations by private organizations or individuals which are depositied in accordance with State or Local law.

G. Allowable Expenditures for State Occupational Education Programs

1. Salaries, wages, and other personnel service costs of permanent and temporary staff employees, members of advisory groups and consultants for the performance of service reasonably related to programs, services and other activities including the costs of regular contributions of employees to retirement, Workman's Compensation, and other welfare funds.

2. Fees, tuition charges, or other payments for the education or training

of employees whether or not on educational leave, while attending courses, workshops, conferences, or seminars approved in advance by the State Board for the benefit of programs services, and activities.

3. Funds may be used for travel and transportation expenses necessary for and attributable to programs, services, and activities, including youth organizations. This includes expenses of employees, advisory committee members, and other consultants whose personnel service costs are directly attributable to the occupational program.

4. Funds may be expended for the acquisition, maintenance, and repair of equipment, supplies, and teaching aids which are attributable to the expansion and improvement of program and are to be used by instructional personnel in teaching or by their students in learning, in an instructional situation such as a classroom, library, laboratory, shop or field. Such funds may not be used for supplies to be made into equipment or products to be sold, or to be used outside of the school by students, teachers or other persons. Funds may also be used for the acquisition, maintenance, and repair of office or other equipment, consumable supplies, or other materials which are reasonably attributable to programs, services and activities.

5. Funds may be used for rental of space in privately or publicly owned buildings which reflect a reasonable cost which is not in excess of comparable rental in the particular locality.

6. Production and acquisition of printed and published materials, including records, films, tapes and other media material.

7. Communications, utilities, and custodial services.

8. Minor remodeling and alterations in previously completed building space. This item shall not exceed $2,000 or 10% of total fund allocation.

9. Accident and liability insurance for trainees and employees to the extent that such insurance is otherwise provided for trainees and employees in similar programs and circumstances.

10. Funds may be used for payment of unusual expenses occurred by students as a result of their enrollment in a Cooperative Occupational Education Program as defined under part G of the Vocational Education Act, i.e., protective equipment, ownership remains with the LEA.

H. Non-allowable Expenditures for State Occupational Education Programs

1. Funds may not be used to supplant the existing level of financial or program obligations in the area served.

2. Funds may not be used as matching funds for other federal programs.

3. Funds may not be used for line item expenditures for which money was not entered in the approved detailed Supplementary Budget Schedule.

I. Title to Equipment and Maintenance of Inventory

Title to property acquired under this program shall be vested in and retained by the local educational agency. The LEA must make reasonable provision for the maintenance and repair of equipment. Inventories shall be maintained on all items costing $200 or more per unit. Such equipment may not be sold or exchanged for a different type of equipment before the expiration of its useful life or the end of the project period and its extensions, whichever occurs first. OE-21019, 'Property Guide - Property Accounting for Local and State School Systems,' is a guide to property accounting for local school agencies.

J. Alteration of Projects

After a project has been approved and a grant has been awarded to the local educational agency, the project will be operated in accordance with the terms of the approved application and the terms and conditions specified by the grant award document.

1. Program Changes

No substantive changes in the purposes of the program of a project may be made without prior written approval from the Wyoming Department of Education. Program changes constitute the modification of program objectives or the alteration of activities designed to achieve the stated objectives. Requests for such changes, including an explanation and justification for each change, should be submitted to the Wyoming Department of Education at least 30 days prior to the beginning date of the proposed changes.

2. Transfer of Funds

Approval must be obtained for the transfer of funds within a negotiated budget when such transfer would result in an increase or decrease by more than 20 percent of the total amount listed for any expense category. However, no funds may be transferred from or to construction or equipment accounts without prior approval.

Except for equipment and construction budget categories, adjustments less than 20 percent may be made without prior approval. Requests for such changes, including an explanation and justification for the change, should be submitted to Wyoming Department of Education, Coordinator of Occupational Education.

K. Disposal of Records

Records shall be retained by the grantee as follows:

1. General rule. Subject to the provisions of the Wyoming State Plan, each grantee shall maintain records which are accessible and intact:

   a. For three years after the close of the fiscal year in which the expenditures are liquidated.

b. Until the grantee is notified that such records are not needed for program administration review, or

c. Until the grantee is notified of the completion of the State audit or the Federal fiscal audit.

L. Audits

All Occupational Education Programs will be audited by the Wyoming Department of Education. The audit shall cover the entire budget period and the 90 day liquidation period following the budget period.

1. Specific Audit Considerations

For audits of local agencies, it is essential that specific procedures be followed to verify that:

a. Funds received and disbursed by the local agency were properly accounted for.

b. Payments reported by the local agency were actually made to the vendors, contractors, and employees, and that they conform to applicable laws and regulations, including procedure requirements.

c. Refunds, discounts, etc., were properly credited to the specific programs as reductions of the gross expenditures.

d. Payments are supported by adequate evidence of the delivery of goods or performance of services.

e. Obligations included in the report of expenditures were actually incurred in accordance with regulations during the budget period for which the expenditure was claimed and, upon liquidation, were adjusted properly for any differences.

f. Expenditures for personal services, for services performed by public utilities, for travel, and for rental of facilities included in the report of expenditires were actually incurred in accordance with regulations during the budget period for which the expenditure was claimed.

g. The same item is not reported as an expenditure for two or more budget periods, e.g., obligated in one period and payment in another.

h. Adequate equipment records and controls are maintained.

i. Prorated expenditures, such as salaries, travel, etc., are divided correctly between two or more programs administered by an agency, and that the basis of such division is reasonable, equitable, and substantiated.

j. Federal funds from one program are not used for matching purposes under another Federal program, except as specifically authorized, and that the same expenditures are not claimed for matching purposes under more than one Federal program.

k. Unexpended Federal funds advanced or overpaid are properly accounted for in accordance with instructions from the Wyoming Department of Education.

2. Audit Exceptions

An audit exception is a determination by an appropriate authority that an item questioned by the auditor is not properly chargeable to the program, and should be disallowed. The U. S. Commissioner of Education determines the allowance or disallowance of items in the U. S. Office of Education programs which are questioned by the auditor.

M. Provisions for Not Commingling Occupational Education Funds with Local Funds

Occupational Education funds made available to the administrative district will not be commingled with local funds so as to lose their identity as Occupational Education funds. Such funds will be accounted for separately.

N. Proration of Costs

Only costs attributable to the carrying out of the provisions of the State Plan are allowable costs. To cover situations where an expenditure is only partly attributable to an eligible purpose or activity under the State Plan or where an expenditure is attributable to two or more eligible purposes or activities, the local educational agency shall maintain records documented on an after-the-fact basis, to substantiate the proration of expenditures for applicable items such as salaries, travel, rent, supplies, equipment, and construction.

O. Occupational Education for Disadvantaged or Handicapped Persons

1. Occupational education for disadvantaged or handicapped persons supported with funds under Section 102(a) and (b) of the Vocational Education Act shall include special educational programs and services designed to enable disabled and handicapped persons to achieve occupational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modifications of regular programs, special educational services which are supplementary to regular programs, or special occupational education programs designed only for disadvantaged and handicapped.

2. Funds available for occupational education for disadvantaged and handicapped persons may not be used to provide food, lodging, medical and dental services or other services which may be necessary for students enrolled in such programs but which are not directly related to the provision of occupational education to such students.

3. Funds available for occupational education for the disadvantaged or the handicapped may be used to pay that part of the total cost of the instructional program and supplementary special educational services that are directly attributable to the occupational education of disadvantaged or handicapped persons.

4. When occupational education programs for disadvantaged and handicapped persons are supported in addition to regular occupational education programs, proration of instruction time, program and service costs shall be maintained.

P. Evaluation and Follow-up Procedure

Those local educational agencies who maintain approved occupational education programs which are funded under Parts B and G of the Vocational Education Act, will provide for continuous supervision and evaluation of on-the-job training programs and also for a one-year follow-up of students who have participated in such programs.

Q. Participation of Students in Private Non-profit Schools

The participation of students enrolled in private non-profit schools in occupational education programs or projects under the Vocational Education Act shall be in accordance with the following requirements:

1. Each program and project shall be designed to include, to the extent consistent with the number of students enrolled in private non-profit schools in the geographic area served by the program or project, occupational education services which will meet the occupational needs of the students.

2. Each application submitted by the local educational agency to the Wyoming Department of Education shall indicate the number of students enrolled in private non-profit schools who are expected to participate in each program and project proposed by such agency and the degree and manner of this expected participation.

R. Qualifications of Public School Occupational Education Instructional Personnel

1. Education - Occupational education instructors shall meet the minimum standards for education according to the Wyoming Teacher Certification Regulations, Section 6 and Appendix F, 1-1-69 edition.

2. Experience - Occupational education instructors shall meet the minimum standards for experience as outlined in the Wyoming Teacher Certification Regulations, Section 6 and Appendix F, 1-1-69 edition.

FORM 3

VOCATIONAL EDUCATION AMENDMENTS OF 1968
PART B

PROGRAM NARRATIVE

On-going Programs*
Adult Occupational Programs**

DIRECTIONS: The following outline constitutes the minimum information necessary to review the proposal submitted. Use the outline below in preparing the proposal. Prepare and submit a separate proposal for each program by occupational area. Use the U.S. Office of Education Codes and Titles to assist in course identification. Submit, in triplicate, to the Instructional Services Division, Office of Occupational Education, State Department of Education, Capitol Building, Cheyenne, Wyoming 82001.

1. Identify school and location.
2. Identify program by occupational title and U.S.O.E. Code number.
3. Describe space to be utilized for this program.
4. Give names and qualifications of instructional personnel. Include degrees, certification status, years of teaching experience, years of actual job or occupational experience.
5. Include a topical outline of divisions in the occupational program by cluster, course, subject.
6. Show standards of performance or level of proficiency (instructional objectives) expected at course completion.
7. Total narrative should not be over four pages in length.

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* On-going programs include Agriculture, Business and Office, D.E., Industrial Education, Gainful Home Economics, Trade and Industry, and Health.

** This outline is to be used for Adult Occupational programs.

VOCATIONAL EDUCATION AMENDMENTS OF 1968
PART B

FORM 2

Instructional Services Division
Office of Occupational Education
State Department of Education
Cheyenne, Wyoming 82001

PROJECTED PROGRAMS

SEE REVERSE SIDE FOR INSTRUCTIONS
Attach additional forms as needed

Dist. No.________
Community College__________ County__________ City__________ School__________ Cluster__________

Instructional Program, Activities and Services		3	4	5 Teachers		6	7 Est. Enrollments				8	9	10	11
1 O.E.CODE	2 TITLE	LEVEL: (SEC. P. SEC. ADULT)	YEAR	Full Time	Part Time	Length of Program in Weeks	Handi-capped	Disadvan-taged	Other	Private Non Profit	Estimated Value Equipment Purchases	Estimated Teacher Salary Costs	Estimated Other Costs	Estimated Total Costs
			1972-73								$	$	$	$
			1973-74											
			1974-75											
			1975-76											
			1976-77											
			1972-73								$	$	$	$
			1973-74											
			1974-75											
			1975-76											
			1976-77											
			1972-73								$	$	$	$
			1973-74											
			1974-75											
			1975-76											
			1976-77											

Prepared by:______________________________ Date:______________________
Signature of Chief Administrative Officer

DIRECTIONS:

District superintendent or community college president submit one or more sheets for each type of cluster as listed below:

Office occupations
Graphic communication occupations
Production agriculture and related occupations
Metal processing occupations
Construction occupations
Transportation service and repair occupations
Hospitality occupations
Health occupations
Distributive occupations
Electricity - electronics occupations
Family and community service occupations

SPECIFIC INSTRUCTIONS:

Column 1. OE code and title programs (See enclosed Appendix B).

2. For preparatory programs use USOE Occupational Codes and Titles that describe the program. Use a five-year projection block for each program.
For adult programs, block groups by occupational field and report in one projection block. Example: Trades and Industry - occupational field-Building Trades.

3. Level. Use code letters S, Secondary; P. S., Post-Secondary; A, Adult; O, Other.

4. Year

5. Teachers. A full-time teacher devotes total teaching day to vocational education. Part-time teachers are to be reported as a percentage devoted to vocational education.

6. Length of program in weeks. Total weeks planned for the program during the period July 1, to June 30, of any year.

7. Estimated enrollment: Handicapped persons means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who by reason thereof require special education or related services.
Disadvantaged persons are those who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular occupational education program.
Private non-profit enrollees are those enrolled in approved occupational education programs who regularly attend private non-profit schools.
Others refers to all enrollees who are not covered as handicapped, disadvantaged, and/or private non-profit.

8. Estimated value of equipment purchased (over $200 per unit).

9. Estimated teacher salary costs. Show the dollar value of vocational salary costs.

10. Other estimated costs. Show the estimated dollar value of costs other than 8 and 9 for the program.

11. Estimated total costs. A total of columns 8, 9 and 10.

The combined local and State fiscal effort for free public education provided by this agency cited above for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year. The portion borne by applicant and statistical evidence of maintenance of local fiscal effort is attached.

PART B, ONGOING APPLICATIONS REQUIRE A 50/50 MATCH EFFORT OF STATE AND LOCAL FUNDS.

COURSE NARRATIVE

Due Date:____________________

Occupational Education Section
State Department of Education
Cheyenne, Wyoming 82001

ANNUAL PROPOSAL FOR COOPERATIVE OCCUPATIONAL EDUCATION UNDER P.L. 90-576; PART G

DIRECTIONS: The following outline constitutes the minimum information necessary to review the appropriateness of education proposed. Use the outline below in preparing the proposal. Prepare and submit a separate proposal for each course by occupational title. (Submit in triplicate, keeping a copy for your files.) (Use white typing paper, double space for ease of handling).

School Dist. No.____________ County______________ School or College______________
Comm. College Dist. No.____________ City______________ Zip Code__________ Date__________

GENERAL INFORMATION:

1. Identify course by occupational title and U.S.O.E. Code number.
2. Indicate how the need for this project was determined.
3. Give names and qualifications of instructional personnel. Include degrees, certification status (type & areas), years teaching experience, years of actual job or occupational experience related to teaching area. Cite name of staff position(s) to be filled. Indicate percent of time each staff member assigned to this course/education will be on the project or in contact. Describe also the responsibilities of each position.
4. State briefly plans for furthering professional leadership of occupational education instructional personnel in Cooperative Occupational Education (in-service).
5. Include a topical outline by cluster, course and subject.
6. Show standards of performance or level of proficiency (instructional measurable objectives) expected at course completion.
7. Indicate course level, i.e., secondary, junior high, post-secondary, adult, etc.
8. Indicate duration of the course, including starting date and ending date while students are involved.
9. Indicate number of students enrolled in private non-profit schools who are expected to participate--degree and manner of their expected participation.
10. Budget:

Item:	AMOUNT Local	 State	 Federal	 Total
Salaries	$	$	$	$
Equipment, Instructional & Teaching Aids				
Travel				
Transportation of Students				
Supplies				
Rental of Facilities				
Student Services				
Other Expenses				
Total Expenses				

FACILITIES & EQUIPMENT

Some school board members and administrative personnel may be under the impression that in cooperative occupational education the employers supply all the necessary facilities and equipment and that financial outlay for this purpose should be virtually nil; this is far from the truth, in fact, a poorly equipped and improperly located classroom may be more conspicious in cooperative education than in other educational plans because of the close relationship between the school and community. Also, students who come in contact with the latest machines and materials are more conscious of an outmoded school enviroment than are regular students.

When making decisions concerning facilities and equipment, program-planners should keep in mind the following conditions under which cooperative occupational education operates: (1) the purpose of the program is to help students bridge the gap between school and work life, hence an occupational atmosphere is essential, (2) communication with employers and the community should be made as easy as possible, and (3) each student really has a curriculum of his own and needs individual counseling and individual instructional materials.

A. Equipment & Facilities

1. Cooperative occupational education classroom should be designed and equipped to facilitate the teaching and practice of occupationally relevant capabilities and competencies.

2. Classrooms for all cooperative occupational education programs should have movable individual tables and chairs which can be arranged for large and small group discussions and for individual instruction and study purposes.

3. All cooperative occupational education classrooms should have storage space with individual drawers of portable bins where each student can keep independe-t study materials and projects on which he is working.

4. Adequate space and equipment for displaying and storing reference books, periodicals and other occupationally related learning materials should be provided.

5. The coordinator should have an office adjoining the classroom with outside phone service, record filing cabinets and desk where he can counsel with students individually and maintain continuous contact with employers on the telephone.

6. Model stores, offices, shops, laboratories, and other simulated work stations are highly recommended to provide opportunities to develop job skills and attitudes.

7. It is usually desirable to have all of the classrooms, labs,

and offices for cooperative occupational education in the same general location within the school.

8. Special instructional equipment is needed for each occupational field and is usually a reimburseable cost depending on the State Plan arrangement.

B. Determining the Location of the Classroom and Coordinator's Office

Easy access to the coordinator's office and classroom for the students, employers and resource visitors is an important consideration in locating cooperative occupational education facilities for several reasons. Most important of these is the fact that there is considerable coming and going by these people and by the coordinator himself, so location near an entrance reduces inconveniences and minimizes the disturbance caused by this traffic. The coordinator's office should adjoin the classroom but also have a corridor entrance so it can be entered without having to go through the classroom. It is usually desirable to have all of the classrooms, laboratories or shops, and offices for cooperative occupational education in the same general location within the school. Easy access to the counselor's office should also be considered.

C. Equipping the Coordinator's Office.

There are many duties associated with the coordinator's job that are not common to most teaching positions; therefore, it is necessary for the coordinator (teacher-coordinator) to have adequate facilities and equipment to fulfill his numerous administrative and counseling responsibilities. In addition to the usual reports and records, he has responsibility for participating in the selection of students, supervising the cooperative occupational experience, making periodic follow-up studies and sponsoring a youth organization. Sometimes his office is used for conferences with employers or parents of both; and it is frequently used to discuss confidential matters with students and staff members.

The many uses of the coordinator's office call to mind the following considerations:

1. Adequate space to insure comfortable seating and good communications for three or four people - more of possible.

2. Provisions for maintaining the privacy of confidential matters with visibility of the classroom.

3. A telephone with connections for outside calls.

4. Ample filing equipment.

5. Appropriate desk and a typewriter.

6. Some storage space for audio-visual equipment and book shelves as needed.

D. Furnishing the Classroom.

The primary purpose of the cooperative occupational education classroom is instruction, but it usually serves a number of other purposes. For example, it may be used as a laboratory, a study center, a counseling materials resource center, a meeting place for occupational youth organization groups and outside advisory groups, or an adult evening school classroom. If a separate facility is not provided, it may be used as a materials production room, a display workshop and a storage room.

E. Psychological Values of a Good Learning Enviroment.

There are a number of psychological values of good facilities which pay dividends in addition to the primary purpose. One of these is their advertising value among students and potential program supporters. Students are frequently attracted to an occupational education program because the enviroment where the instruction is given appeals to them. For example, many students, either consciously or unconsciously, are looking for a very practical education; they observe an attractive cooperative education facility, sense its purpose and explore the possiblilites in terms of their needs. Adult evening school students, PTA members and school visitors may be attracted by the facility and pass the word along to prospective students.

Good facilities have a pronounced psychological effect on the cooperative students themselves. Most of them take pride in an attractive room and identify with it - to some it may be a home away from home. Students learn better in a meaningful enviroment; they may also learn better on their jobs because of the similarity in atmosphere and activities. These are but a few of the psychological values of good facilities which contribute to effective instruction.

F. Educational Rationale for Proper Classroom Equipment.

Part of the rationale underlying ample investment in facilities and equipment concerns the need of teenagers for physical activity. Most of them like to work, at least partly, for this reason. Likewise a large number of them dislike being in school unless they are engaged in interesting activities of a learn-by-doing type. Such activities require good facilities and equipment. They facilitate motivation to learn.

A second, and perhaps stronger argument, deals with the application of learning. Most educators accept the proposition that the classroom is the center of cooperative occupational education learning and that job serves as a work experience laboratory. This may not be a completely accurate statement of what takes place in reality; but it is generally true. If we accept this concept the school must provide up-to-date facilities and equipment to teach the principles adequately so that they may be applied in the real work enviroment. The job is very seldom a place to experiment; the employer usually has too much at stake to permit this on a large scale. There is another good reason for learning the skills at school whenever possible and that is the fact that there is seldom time for the novice to explore alternatives on the job. Usually he needs to think things through ahead of time, and in many cases practice them in a simulated situation, before trying them out in real-life employment. Persistent failure has a way of dulling enthusiasm.

G. Common Classroom Equipment.

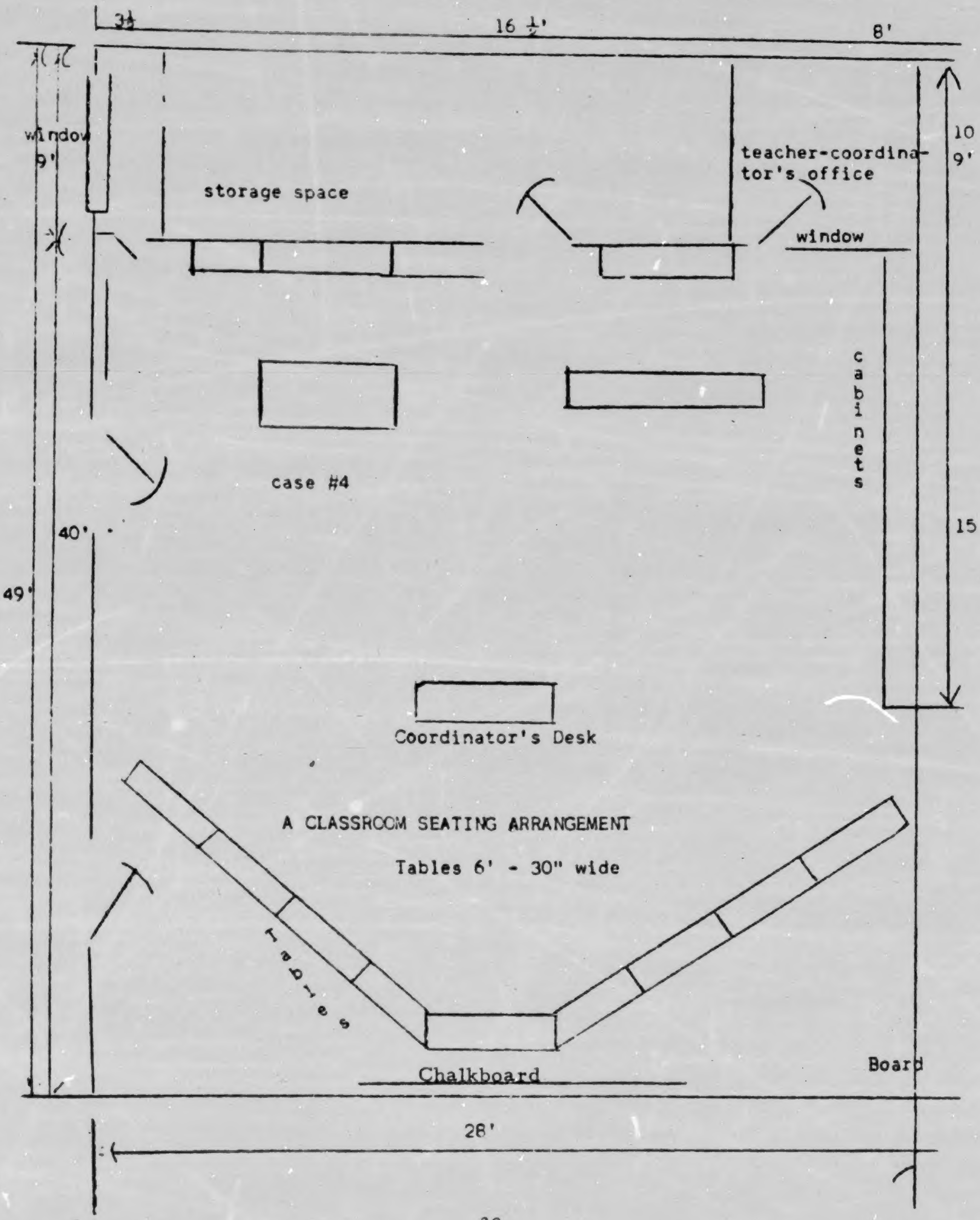
Cooperative occupational education classrooms usually reflect the atmoshpere of the occupational field(s) they represent: however, there are a number of features in common. Most of them have a sink and a mirror - the sink to save time and trouble in clean-up and the mirror to help save jobs by emphasizing personal appearance. They also have tables and chairs which are easily movable rather than chairs with arms for writing. (Trapezoid shaped table tops have met with great favor because of the many possible groupings and arrangements). No reputable program is without facilities for storing each student's individual study materials because no teacher will continue to direct individual study very long without this type of provision. In addition, all classrooms should provide for a simulated job enviroment that is suitable for practice or drill and for important role-playing assignments.

Mention should be made of the importance of good facilities for a variety of discussion techniques. Perhaps more than other educational systems, cooperative occupational education utilizes problem-solving discussion devices such as conference leading, forums, symposiums, panel discussions and more than the normal amount of role-playing. Occupational adjustment competencies are frequently taught by these methods.

H. Occupational Entry Job Requirements.

An employer of office workers usually expects the beginning office employee to have a certain degree of skill in typewriting and possibly shorthand or machine transcription. The automotive repair firm may not want a beginning worker to use expensive equipment until the student has had some practice work in a school shop. The salesperson may have to know how to sell before he can handle the problems of real customers in a store. In each occupational field there are some skills or attitudes which must be learned before the student can begin on-the-job instruction or before the real work enviroment can be used for application and practice. Therefore the cooperative occupational education classroom should be equipped to develop the occupational skills needed to enter the field. These facilities can also be used for pre-cooperative education classes and adult occupational education courses.

A SAMPLE C.O.E CLASSROOM


3½
16 ½'
8'
window
9'
storage space
teacher-coordinator's office
10
9'
window
cabinets
case #4
15
40'
49'
Coordinator's Desk
A CLASSROOM SEATING ARRANGEMENT
Tables 6' - 30" wide
Tables
Chalkboard
Board
28'

I. Achievement Level of Instruction.

Cooperative occupational education is usually intended to prepare students for promotion and advancement and to reach their greatest potential. On-the-job training cannot always provide the time or the use of materials and equipment to develop high level skills. The purposes of the program should be considered in planning appropriate facilities. If the school is, in fact, training highly skilled technicians or for occupations which require considerable practice outside of the work enviroment a more extensive facility is required. The beginning occupational experience combined with the related instruction given in a well-equipped school facility should prepare students for occupations beyond the entry level.

INTRODUCTION TO PUBLIC RELATIONS

1. The purposes, benefits, activities, and other information about cooperative occupational education must be communicated to the various individuals and groups who have a part in the program.

2. The interests and concerns of the specific audiences to be reached should determine the information to be communicated and the method to be employed in reaching them.

3. Student outcomes will shape the attitudes of all groups toward cooperative occupational education. Publicity should draw attention to the activities and achievements of students who received the instruction and training.

4. A good image of cooperative occupational education is achieved through teamwork. The program should be publicized as a joint effort and the coordinator should enlist the assistance of the advisory committee, faculty members, employers, students and others in publicizing the program and gaining total community support.

SUGGESTED PUBLIC RELATIONS ACTIVITIES

1. Brochures
2. Sound-on-slide Presentation
3. Transparencies
4. Booklets
5. Newspaper Articles
6. Radio Programs
7. Television
8. Service Organizations
9. School Displays
10. Teacher Orientation
11. Board & Administration Orientation
12. Bulletin Boards
13. School Newspapers
14. Window Displays
15. Advisory Committees
16. Signs
17. Employer-employee Banquets
18. Parents'Nights
19. Assemblies
20. Student Talks
21. Films

SELF-EVALUATION

RATE YOUR PUBLIC RELATIONS so that you can take an inventory of accomplishments and progress in your public relations activities,; here is a checklist of necessary contacts for all vocational education personnel. Fill in your special publics at the bottom, so that the list fits your own particular situation, and rate yourself periodically.

DATE									
CONTACTS	Excellent	Good	Improve	Excellent	Good	Improve	Excellent	Good	Improve
STUDENTS									
ALUMNI									
YOUTH CLUBS									
FELLOW TEACHERS									
GUIDANCE PERSONNEL									
SUPERVISORS									
ADMINISTRATORS									
BOARD OF EDUCATION									
EDUCATIONAL ASSOCIATIONS									
PARENTS									
CIVIC GROUPS									
SOCIAL AND FRATERNAL GROUPS									
WOMEN'S CLUBS									
SERVICE CLUBS									
CHAMBERS OF COMMERCE									
FARM ASSOCIATIONS									
TRADE ASSOCIATIONS									
LABOR ORGANIZATIONS									
EMPLOYMENT AGENCIES									
BUSINESSMEN'S ORGANIZATIONS									
MERCHANTS' GROUPS									
EMPLOYERS									
ADVISORY COMMITTEES									
FEDERAL AGENCIES									
LEGISLATORS									
NEWSPAPER STAFF									
RADIO AND TV STATION STAFF									
MAGAZINE EDITORS									
OTHER SPECIAL PUBLICS									

Adapted from AVA Publication--"Your Public Relations"

COE EDUCATION

The term COE identifies an educator program. It is the combination of practical, on-the-job training and related classroom instruction to make an individual competent in his career objective.

These two experiences must be planned and supervised by the school and employers so that each contribute to the students' employ, ability, and education.

In COE, the high school, post-secondary and the adult programs are integrated and coordinated into a "total concept" educational offering beginning with the high school program and advancing through the post-secondary school and adult programs.

What is Cooperative Occupational Education?

A good definition of a cooperative program might be a program which involves student-learners in any occupation in which an experience placement is possible and a student is interested.

How can YOU Participate in Cooperative Occupational Education?

Provide a training station in your company for a COE student.
Plan a work schedule that will really train the student.
Appoint an individual to work with the teacher-coordinator to evaluate progress of student.
Make suggestions to improve teaching and instruction in the classroom.
Volunteer to speak to COE classes about your personal and company career.
Encourage other businessmen to become interested and actively participate in COE.

Why Should You be Interested in COE?

Because our schools and business leaders must help meet the students' needs.
Because you can help develop leadership.
Because you can help our young people carry on a productive life.
Because you can help students to attain individual fulfillment and personal growth.
Because you as a businessman have a unique basis for understanding school programs.
Because you as a business leader are concerned with the education of our young people.

How Does COE Help You?

Provides a conscientious, career-minded, part-time employee.
Cuts down turn-over costs.
Provides excellent source of future full-time employees already familiar with your organization.
Saves you training time and money.
Fulfills an important civic responsibility by supporting your school.
Provides a balanced worker of practical experience and educational preparation.

Mr. Businessman, WE NEED YOUR HELP:

To provide part-time job opportunities for COE students.

To publicize and recommend COE to your business friends as an effective business training service.

To advise how formal COE instruction can be more closely related to the needs of your business.

To interest promising young boys and girls to follow them.

ADVISORY COMMITTEES

THE ADMINISTRATIVE AUTHORITY FOR THE COOPERATIVE EDUCATION PROGRAM IS VESTED IN THE LOCAL BOARDS OF EDUCATION. THE PRIMARY FUNCTION OF THE LOCAL ADVISORY COMMITTEE IS TO ADVISE AND COUNSEL THE TEACHER-COORDINATOR IN PLANNING, IMPLEMENTING, AND MAINTAINING A COOPERATIVE EDUCATION PROGRAM. KEEP IN MIND THAT THE FOLLOWING INFORMATION REPRESENTS SUGGESTIVE CRITERIA AND SHOULD BE CONSIDERED IN VIEW OF YOUR SPECIFIC SITUATION.

A. FUNCTIONS OF AN ADVISORY COMMITTEE

1. TO PROVIDE IMPORTANT COMMUNICATION BETWEEN THE SHOOL AND COMMUNITY.
2. TO REVIEW THE OBJECTIVES OF THE LOCAL PROGRAM.
3. TO AID IN A CONTINUOUS REVIEW OF THE CONTENT AND ORGANIZATION OF THE INSTRUCTIONAL PROGRAM IN KEEPING WITH THE OCCUPATIONAL NEEDS OF THE COMMUNITY.
4. TO ASSIST IN LOCATING TRAINING STATIONS FOR COOPERATIVE EDUCATION STUDENTS.
5. TO SUGGEST CRITERIA FOR SELECTION OF STUDENTS.
6. TO ASSIST WITH A CONTINUOUS APPRAISAL OF OCCUPATIONAL OPPORTUNITIES IN THE COMMUNITY THROUGH SURVEYS AND RESEARCH.
7. TO PROVIDE RESOURCE PERSONNEL FOR RELATED CLASSROOM INSTRUCTION.
8. TO ASSIST WITH YOUTH CLUB AFFAIRS.
9. TO ASSIST WITH FOLLOW-UP OF STUDENTS.

B. ADVISORY COMMITTEE MEMBERS RESPONSIBILITIES

1. BECOME KNOWLEDGEABLE OF THE COOPERATIVE EDUCATION PROGRAM.
2. RECOGNIZE HIS ROLE AS BEING ADVISORY.
3. ASSIST IN SECURING INFORMATION.
4. PROVIDE COUNSEL AND ADVISE.
5. KEEP BUSINESS AND INDUSTRIAL COMPLEX INFORMED.

C. TEACHER-COORDINATOR'S RESPONSIBILITIES

1. DEVELOPMENT--THOSE INVOLVED IN THE INITIAL ESTABLISHMENT OF THE ADVISORY COMMITTEE.

    A. DISCUSS PURPOSE OF COMMITTEE WITH ADMINISTRATORS.
    B. SOLICIT APPROVAL FROM ADMINISTRATION AND LOCAL BOARD.
    C. ASSIST IN PREPARING LIST OF POTENTIAL MEMBERS.
    D. INTERVIEW POTENTIAL MEMBERS.
    E. SERVE AS TEMPORARY CHAIRMAN OF FIRST MEETING UNTIL CHAIRMAN IS SELECTED.

2. CONTINUOUS--THOSE ONGOING RESPONSIBILITIES.

    A. KEEP COMMITTEE INFORMED RELATIVE TO ALL ASPECT OF THE PROGRAM.
    B. DISCUSS RESPONSIBILITIES WITH MEMBERS.

    - C. IDENTIFY PROBLEMS AND ISSUES NEEDING CONSIDERATION.
    - D. ASSIST COMMITTEE CHAIRMAN IN PREPARING MEETING NOTIFICATION, MATERIALS, AND AGENDA.
    - E. KEEP COMMITTEE MEMBERS INVOLVED IN AND AWARE OF THEIR ADVISORY RESPONSIBILITIES.

D. SUPERINTENDENT'S RESPONSIBILITIES

1. DEVELOPMENTAL--THOSE INVOLVED IN THE INITIAL ESTABLISHMENT OF THE ADVISORY COMMITTEE.

    - A. OBTAIN APPROVAL FOR ESTABLISHING A COMMITTEE FROM LOCAL
    - B. ASSIST IN THE SELECTION OF POTENTIAL COMMITTEE MEMBERS.
    - C. SECURE APPROVAL OF LIST OF POTENTIAL MEMBERS.
    - D. SEND LETTERS OF APPOINTMENT TO MEMBERS.

2. CONTINUOUS--THOSE ONGOING RESPONSIBILITIES.

    - A. ATTEND MEETING (AS EX-OFFICIAL MEMBER).
    - B. SERVE AS A RESOURCE PERSON.
    - C. KEEP BOARD OF EDUCATION INFORMED AS TO ADVISORY COMMITTEE'S ACTIVITIES.

E. PRINCIPAL'S RESPONSIBLILITIES

1. ASSIST IN SELECTION OF COMMITTEE MEMBERS.
2. SERVE AS A RESOURCE PERSON.
3. ATTEND COMMITTEE MEETINGS (AS AN EX-OFFICIAL MEMBER).

F. STEPS IN ORGANIZING AND IMPLEMENTATING

1. THE LOCAL BOARD OF EDUCATION SHOULD GIVE FORMAL AUTHORIZATION FOR THE ESTABLISHMENT OF THE ADVISORY COMMITTEE THROUGH THE SUPERINTENDENT.
2. THE LOCAL DIRECTOR, TEACHER-COORDINATOR, OR ADMINISTRATOR SHOULD PREPARE POLICIES REGARDING PURPOSES, RELATIONSHIPS, MEMBERSHIP, AND OPERATION.
3. THE COMMITTEE MEMBERSHIP SHOULD BE SELECTED USING THE FOLLOWING AS CRITERIA:

    - A. PREPARE PROSPECTIVE LIST--REPRESENTATIVE AS TO LOCATION, AGE, SEX, BUSINESS, INDUSTRY, LABOR, AND MANAGEMENT.
    - B. SECURE APPROVAL OF LIST FROM BOARD OF EDUCATION.
    - C. TEACHER-COORDINATOR INTERVIEWS PROSPECTIVE MEMBERS TO EXPLAIN PURPOSE, NATURE AND TERM OF MEMBERSHIP AND TO OBTAIN THEIR REACTION.

        1. THE COMMITTEE MAY BE APPOINTED WITH ROTATING TERMS GENERALLY FROM TWO TO THREE YEARS WITH STAGGERING REPLACEMENT.
        2. APPOINTED WITH INDEFINITE TERMS.

   D. SUGGESTED NUMBER ON COMMITTEE SHOULD BE FROM 5 TO 7 MEMBERS. IT IS IMPORTANT THAT IT BE A WORKABLE NUMBER.

4. THE SUPERINTENDENT SHOULD APPOINT MEMBERS BY LETTER AFTER CONSULTATION WITH THE LOCAL DIRECTOR OF OCCUPATIONAL EDUCATION AND THE TEACHER-COORDINATOR. THE APPOINTMENT LETTER SHOULD INCLUDE DATE, TIME, AND PLACE OF INITIAL MEETING.
5. THE FIRST MEETING SHOULD BE ORGANIZATIONAL

   A. ORIENT MEMBERS TO POLICIES, PURPOSES, AND FUNCTIONS.
   B. SELECT OFFICERS. THE CHAIRMAN MAY BE SELECTED BY VOTE OF THE COMMITTEE. IT MIGHT BE WISE IF THE TEACHER-COORDINATOR APPOINTS THE CHAIRMAN. THE SECRETARY COULD BE SELECTED BY VOTE OF THE COMMITTEE. A MORE WORKABLE SITUATION MIGHT BE FOR THE TEACHER-COORDINATOR TO SELECT AN OUTSTANDING SENIOR BUSINESS AND OFFICE EDUCATION STUDENT TO SERVE AS SECRETARY.
   C. CONSIDER THE DEVELOPMENT OF A BRIEF CONSTITUTION.
   D. DISCUSS POSSIBLE ACTIVITIES.
   E. PLAN AGENDA FOR NEXT MEETING.

6. THE FREQUENCY OF MEETINGS AND THE LENGTH OF TIME SHOULD BE ESTABLISHED IN LIGHT OF THE WORK TO BE DONE. (MAXIMUM 90 MINUTES.)

   A. THE TIME OF THE MEETING SHOULD BE SUITABLE FOR THE MAJORITY OF THE MEMBERS. SUGGESTED TIMES MIGHT BE NOON LUNCHEON MEETINGS, BREAKFAST MEETINGS, OR EVENING MEETINGS.
   B. THE MEETING PLACE SHOULD BE OF CLOSE ACCESS FOR ALL MEMBERS.
   C. THE SECRETARY SHOULD NOTIFY ALL MEMBERS BY MAIL OF THE UPCOMING MEETING ONE TO TWO WEEKS PRIOR TO THE MEETING. THIS SHOULD BE FOLLOWED BY A TELEPHONE CALL TO EACH MEMBER ONE TO TWO DAYS PRIOR TO THE MEETING DATE.

G. OPERATIONAL CRITERIA

THE FOLLOWING LIST REPRESENTS GENERAL CRITERIA THAT SHOULD BE CONSIDERED TO REALIZE EFFECTIVE OUTCOMES OF ADVISORY GROUPS.

1. KEEP COMMITTEE ADVISORY IN NATURE.
2. CONSIDER ISSUES THAT ARE RELEVANT TO THE COOPERATIVE EDUCATION PROGRAM.
3. KEEP MEETINGS INFORMAL.
4. SELECT CHAIRMAN AND SECRETARY AND UTILIZE THESE MEMBERS.
5. HAVE REGULAR MEETINGS REGULATED TO NEED.
6. DEVELOP A PURPOSEFUL AGENDA FOR EACH MEETING.
7. PREPARE AND DISTRIBUTE MINUTES TO MEMBERS, ADMINISTRATORS, AND BOARD MEMBERS.
8. SINCERELY SEEK AND HEED ADVICE OF COMMITTEES.
9. RECOGNIZE ACCOMPLISHMENTS OF COMMITTEE.
10. DISSEMINATE AGENDA AND MATERIALS TO BE CONSIDERED TO THE MEMBERS PRIOR TO THE MEETING.
11. MAKE USE OF SUBCOMMITTEES.
12. ENCOURAGE CRITICISM FROM THE COMMITTEE.
13. EVALUATE THE WORK OF THE COMMITTEE.

H. TEACHER-COORDINATOR'S CHECK LIST FOR PLANNING THE FIRST MEETING OF AN ADVISORY COMMITTEE.

1. NOTIFY MEMBERS OF MEETING.
2. ARRANGE FACILITIES.
3. PREPARE FOLDER OF PERTINENT MATERIALS (BACKGROUND MATERIALS NEEDED).
4. THINK THROUGH PURPOSES AND PROBLEMS TO BE PRESENTED.
5. ARRANGE APPEARANCE OF A TOP ADMINISTRATIVE OFFICER IF POSSIBLE.
6. ARRANGE FOR REFRESHMENTS IF NOT A LUNCHEON MEETING.
7. PREPARE AGENDA OF MEETING WHICH INCLUDES:

    A. INTRODUCTIONS (NAME CARDS ALSO SUGGESTED).
    B. PURPOSES, OBJECTIVES, RESPONSIBILITIES, ROLE OF COMMITTEE.
    C. ROLE OF SCHOOL INCLUDING PERTINENT AND APPLICABLE SCHOOL POLICIES.
    D. NOMINATIONS AND ELECTION OF CHAIRMAN AND SECRETARY.
    E. OUTLINE AND DISCUSSION OF PROBLEM WITH AGREEMENT AS TO WHAT TO DO NEXT; MIGHT BE ACTION; MIGHT BE FURTHER DISCUSSION.
    F. DETAILS OF COMMITTEE OPERATION, RULES OR ORDER, VOTING, MINUTES, MEETING NOTIFICATION, ETC.
    G. SETTING OF TIME AND PLACE OF NEXT MEETING.

I. SECRETARY'S MINUTES OF THE ADVISORY COMMITTEE MEETING

1. THE MINUTES SHOULD INCLUDE THE FOLLOWING:

    A. NAMES OF MEMBERS ATTENDING.
    B. NAMES OF MEMBERS ABSENT.
    C. NAMES OF SCHOOL PERSONNEL, CONSULTANTS, AND GUEST ATTENDING.
    D. DATE AND PLACE OF MEETING.
    E. SUMMARY OF REPORTS.
    F. SUMMARY OF DISCUSSIONS.
    G. TIME AND MEETING AND TIME OF ADJOURNMENT.
    H. DATE AND PLACE OF NEXT MEETING.

2. COPIES OF THE MINUTES SHOULD BE MADE AVAILABLE TO THE SCHOOL ADMINISTRATOR, THE LOCAL DIRECTOR OF OCCUPATIONAL EDUCATION, AND MEMBERS OF THE ADVISORY COMMITTEE.

COORDINATOR

OBJECTIVES OF COE

1. TO PROVIDE AN ON-THE-JOB INTRODUCTION TO AN OCCUPATIONAL FIELD WHICH AFFORDS AN OPPORTUNITY FOR GROWTH IN THE WORLD OF WORK.

2. TO GAIN TECHNICAL AND RELATED INFORMATION WHICH WILL ENABLE THE LEARNER TO ENGAGE IN THE WORK OF THE CHOSEN OCCUPATION INTELLIGENTLY, SAFELY, AND CONFIDENTLY.

3. TO ASSIST THE STUDENT IN BRIDGING THE GAP BETWEEN SCHOOL AND WORK BY EMPLOYMENT UNDER ACTUAL WORKING CONDITIONS WITH PROFESSIONAL GUIDANCE FROM A TRAINED SUPERVISOR ON THE JOB, AND INSTRUCTION FROM A QUALIFIED TEACHER-COORDINATOR IN THE CLASSROOM.
4. TO MAKE OPTIMAL APPLICATION OF SCHOOL LEARNING TO AN OCCUPATION AND OF JOB LEARNING TO SCHOOL WORK.
5. TO LEARN TO ASSUME RESPONSIBILITIES IN WORK, IN RELATION TO PEERS, AND IN HIS COMMUNITY.

AS THE PRECEDING OBJECTIVES POINT OUT, COOPERATIVE OCCUPATIONAL EDUCATION IS A "TOTAL CONCEPT" PROGRAM IN EDUCATION. THERE IS A NEED TO DEVELOP TRAINING ON THE HIGH SCHOOL LEVLE, POST-SECONDARY LEVEL, AND THE ADULT LEVEL.

TEACHER CERTIFICATION

THE TEACHER-COORDINATOR IS RESPONSIBLE FOR CERTIFICATION. FOLLOWING IS A LIST OF REQUIREMENTS THAT ARE TO BE MET TO GAIN INITIAL, STANDARD, OR PROFESSIONAL CERTIFICATION FOR COOPERATIVE OCCUPATIONAL EDUCATION.

OTHER COOPERATIVE EDUCATION TEACHER-COORDINATOR ENDORSEMENTS

1. INITIAL CERTIFICATE

    A. ELIGIBILITY FOR AN INITIAL CERTIFICATE.
    B. PROPER ENDORSEMENT IN A VOCATIONAL AREA PLUS COMPLETION OF COURSES OR WORKSHOPS IN WHICH THE FOLLOWING COMPETENCIES ARE DEVELOPED:

        1. UNDERSTANDING OF THE PHILOSOPHY OF COOPERATIVE PROGRAMMING.
        2. ADMINISTRATIVE EFFECTIVENESS AND PUBLIC RELATIONS IN OCCUPATIONAL EDUCATION.
        3. TECHNIQUES OF COOPERATIVE PROGRAMMING.

    C. TWO THOUSAND (2,000) HOURS (TOTALLING ONE YEAR) OF VERIFIED WORK EXPERIENCE OUTSIDE THE FIELD OF EDUCATION.

2. STANDARD CERTIFICATE

    A. ELIGIBILITY FOR A STANDARD CERTIFICATE
    B. ACQUIRE 400 HOURS (10 weeks) OF WORK EXPERIENCE IN A FIELD OF HIS CHOICE WITHIN THE FIVE-YEAR RENEWAL PERIOD.

3. PROFESSIONAL CERTIFICATE

    A. ELIGIBILITY FOR A PROFESSIONAL CERTIFICATE
    B. MASTER'S DEGREE IN OCCUPATIONAL EDUCATION WITH EMPHASIS IN COOPERATIVE EDUCATION.

THE COORDINATOR'S DUTIES

A. TO THE SCHOOL ADMINISTRATION

1. TO INTERPRET POLICIES CORRECTLY AND SUPPORT THEM LOYALLY.
2. TO STAY WITHIN ESTABLISHED CHANNELS OF COMMUNICATION IN ALL OFFICIAL MATTERS.
3. TO USE TIME, MATERIALS AND SUPPLIES ECONOMICALLY.

B. TO THE FACULTY MEMBERS

1. IN ALL MATTERS CONCERNING TEACHING AND PRINCIPALS, FOLLOW THE PROPER LINES OF AUTHORITY.
2. EXPLAIN YOUR JOB, YOUR TRAINING, EXPERIENCE AND EDUCATION THOROUGHLY.
3. WORK WITH PRINCIPAL AND FACULTY MEMBERS IN ORGANIZING RELATED CLASSES.
4. PARTICIPATE IN ALL FACULTY ACTIVITIES, SUCH AS TEACHERS' MEETINGS, SERVING ON COMMITTEES, ETC.
5. COOPERATES IN WORKING OUT STUDENT GUIDANCE PROGRAM.
6. WORKS IN CLOSE COOPERATION WITH STUDENT COUNSELORS.
7. DEVELOPS HARMONIOUS WORKING RELATIONSHIPS.
8. MAINTAINS ACADEMIC STANDARDS.
9. ALL NECESSARY RECORDS SHOULD BE READILY AVAILABLE.
10. IN YOUR PERSONAL ANALYSIS OF YOUR STUDENTS, SOLICIT THE AID OF THE TEACHERS.
11. ASSIST IN WORKING OUT SCHEDULES.
12. ALWAYS MAINTAIN COOPERATIVE WORKING CONDITIONS.

C. TO THE ADMINISTRATORS

1. KEEP THEM INFORMED ON ACTIVITIES AFFECTING ADMINISTRATION OF SCHOOL.
2. KEEP OUT NON-ESSENTIAL REGULATIONS.
3. ILLUSTRATE THE NECESSITY FOR PROVIDING INSTRUCTIONAL MATERIALS, EQUIPMENT AND CLASSROOM. SHOW ADVANTAGES OF MODERN CLASSROOM AND EQUIPMENT.
4. SECURE THE ADVICE AND COOPERATION OF ADMINISTRATOR IN ALL MATTERS OF POLICY AND PUBLIC RELATIONS.
5. INSTIGATE A PLAN AND POLICY FOR GRANTING CREDITS.
6. DEVELOPS MATERIAL FOR PUBLICITY PURPOSES.
7. SUPPLIES INFORMATION NEEDED BY ADMINISTRATOR IN PLANNING YEARLY BUDGET.
8. PREPARE A YEARLY PLAN OF MAJOR GOALS.
9. MAINTAIN PERMANENT RECORDS.
10. PRESENT A WEEKLY OR MONTHLY REPORT OF ACTIVITIES TO SCHOOL ADMINISTRATION.

D. TO THE PUBLIC

1. MAKE AVAILABLE STATISTICS ON TRAINING.

2. SEEK AND JUSTIFY PUBLIC SUPPORT.
3. MAINTAIN HARMONIOUS RELATIONSHIPS WITH VARIOUS CIVIC, LABOR AND TRADE ORGANIZATIONS.
4. INTERPRET ACCURATELY AND CLEARLY THE OBJECTIVES OF THE PROGRAM.
5. KEEP PUBLIC INFORMED AS TO GROWTH AND DEVELOPMENT OF THE PROGRAM.
6. DEVELOP HARMONIOUS WORKING RELATIONSHIPS WITH TRAINING AGENCIES.
7. DEVELOP TRAINING STANDARDS.

E. TO THE STUDENT WORKERS

1. OBTAIN AND RECORD PERTINENT INFORMATION ABOUT TRAINEES' BACKGROUND; SOCIAL, ECONOMIC AND SCHOLASTIC. ESTABLISH PROGRESS AND PERMANENT RECORD SYSTEM, EFFECTIVE PLACEMENT AND FOLLOW-UP PLAN.
2. DEVELOP PROPER TRAINEE ATTITUDE TOWARD THE EMPLOYER AND THE ON-THE-JOB TRAINING. BUILD STUDENT MORALE AND PROPER COOPERATIVE ATTITUDE DEVELOP IN EACH STUDENT SAFE WORK HABITS, PRIDE IN HIS JOB, AND DESIRE FOR ADVANCEMENT THROUGH ADDITIONAL SKILLS AND KNOWLEDGE.
3. EMPHASIS ON PUNCTUALITY AND GOOD ATTENDANCE ON THE JOB AND IN THE CLASSROOM.
4. INSTRUCTION IN THE FUNDAMENTALS OF GOOD HEALTH, CLEANLINESS EMPHASIZE THE INFLUENCE OF GOOD HEALTH AND APPEARANCE FOR JOB SUCCESS. MAKE A ACCURATE, DEFINITE TRAINING PLAN FOR EACH INDIVIDUAL STUDENT.
5. MAKE SURE THAT EACH STUDENT UNDERSTANDS EACH LESSON TAUGHT-CONSCIENTIOUSLY GRADE ALL WORK DONE.
6. PREPARE EACH STUDENT AS SOON AS POSSIBLE FOR HIS INITIAL EMPLOYMENT.
7. DEVELOP AN ANALYSIS OF EACH STUDENT'S JOB AND THEN MAKE A SCHEDULE OF THE VARIOUS PROCESSES TO BE LEARNED ON EACH JOB.
8. MAKE PROPER PLACEMENT OF EACH STUDENT AND HELP HIM TO MAKE A PERSONALITY ADJUSTMENT NECESSARY TO GET ALONG WITH OTHERS, TO FOLLOW ORDERS, AND TO UNDERSTAND HIS PLACE IN THE ORGANIZATION.
9. PREVENT EXPLOITATION OF STUDENTS IN SCHOOL AND ON THE JOB.
10. EXPLAIN THOROUGHLY THE PURPOSE AND PROCEDURE OF THE COE PROGRAM AND COVER COMPLETELY ALL THE WORK OUTLINED IN THE COURSE OF INSTRUCTION.
11. GIVE ESSENTIAL INFORMATION ABOUT OCCUPATIONS.
12. GIVE OR ARRANGE TO HAVE GIVEN ORGANIZED RELATED TRAINING. AS A RESULT OF HIS CONTACTS WITH BUSINESS, THE COORDINATOR SHOULD REQUIRE INFORMATION THAT CAN BE CARRIED BACK TO THE SCHOOL AND INCLUDE IN RELATED COURSES.
13. HE SHOULD ASSIST TEACHERS IN USING THIS INFORMATION AS COURSE MATERIAL.
14. ADEQUATE FACILITIES AND INSTRUCTIONAL MATERIALS SHOULD BE MADE AVAILABLE TO THE STUDENTS AS WELL AS PROPERLY SELECTED RELATED AND TECHNICAL INSTRUCTIONAL MATERIAL.
15. IN THE CLASSROOM WORKING CONDITIONS SHOULD BE CONDUCIVE TO EFFICIENT AND EFFECTIVE STUDY.
16. SELECT PROPER REFERENCE MATERIAL FOR COOPERATIVE PART-TIME LIBRARY AND RECOMMEND TO SCHOOL ADMINISTRATOR FOR PURCHASE.

17. CONDUCT CONFERENCES WITH STUDENTS ON PERSONAL ACHIEVEMENT, JOB ACHIEVEMENT AND SOCIAL ACHIEVEMENT.

F. TO THE PARENTS

1. MAINTAIN A COOPERATIVE RELATIONSHIP WITH THE PARENTS.
2. A VISIT TO THE PARENT'S HOME SHOULD BE MADE EARLY IN THE YEAR.
3. EXPLAIN PLACEMENT AND JUSTIFY TRANSFER OR ADJUSTMENT OF TRAINEE.
4. PRESENTS ACCURATE AND UP-TO-DATE INFORMATION TO PARENTS REGARDING
5. PRESENTS WORTHWHILENESS OF PROGRAM TO WIN PARENT COOPERATION IN PREVENTING DROP-OUT, ETC.
6. KEEP PARENTS INFORMED AS TO THE EFFECTIVENESS OF COOPERATIVE TRAINING AND EXCELLENT RESULTS OBTAINED.
7. DEVELOP INFORMATION FOR KEEPING PARENTS INFORMED AS TO GROWTH AND DEVELOPMENT OF THE PROGRAM.
8. ASSIST PARENT WHENEVER POSSIBLE WITH ANY PROBLEMS ARISING IN THE STUDENT'S LEISURE TIME INSOFAR AS IT AFFECTS THE STUDENT'S WORK IN SCHOOL OR ON THE JOB.

G. TO THE BUSINESS AND THE COMMUNITY

1. EXPLAIN THE NEED AND THE OBJECTIVES OF THE PROGRAM AND THE DESIRABILITY OF A TRAINING AGREEMENT.
2. EXPLAIN THE OPERATION OF THE COOPERATIVE PLAN, THE INDIVIDUAL'S RESPON-TOWARD IT AND THE BENEFITS TO BE RECEIVED.
3. ASSIST THE COMMUNITY ORGANIZATIONS TO CARRY AND EXTEND THEIR EDUCATIONAL PROGRAMS.
4. SELECT ONLY THOSE STUDENT-WORKERS WHO WILL BE APPRECIATED IN THEIR TRAINING STATION AND JUSTIFY THE EMPLOYER'S CONFIDENCE IN THE PROGRAM.
5. ELIMINATE, REMOVE OR TRANSFER STUDENTS WHO ARE APPARENTLY POORLY ADJUSTED TO THE OCCUPATION.
6. ENCOURAGE THE VARIOUS ORGANIZATIONS TO ESTABLISH NEEDED CLINICS AND WORKSHOPS IN SPECIAL AREAS AS MIGHT BE REQUIRED.
7. SEE TO IT THAT STUDENTS ARE GETTING THE PROPER TRAINING THEY NEED AND THAT THEY HAVE THE PROPER ATTITUDE TOWARD THEIR EMPLOYERS.
8. SEE TO IT THAT STUDENTS DO NOT WASTE THE TIME OF THEIR EMPLOYERS.
9. MAKE CLEAR THE ADVANTAGES OF THE PROGRAM TO THOSE DIRECTLY CONCERNED.
10. SET UP AN ADVISORY GROUP.
11. AVOID PRYING INTO EMPLOYER'S AFFAIRS
12. EXPLAIN USE OF TRAINEE RECORDS AND REPORTS.
13. MAINTAIN THE RESPECT AND CONFIDENCE OF EMPLOYERS BY REFRAINING FROM DISCUSSING ACTIVITIES OF ONE BUSINESS WITH OTHER INDIVIDUALS OR GROUPS.
14. FILL VACANCIES PROMPTLY.
15. ADJUST COMPLAINTS PROMPTLY.

H. TO THE PROGRAM

1. CARRY OUT COORDINATION IN A BUSINESSLIKE MANNER.

2. MAINTAIN BUSINESSLIKE RELATIONSHIP WITH EMPLOYERS.
3. VALUE THE EMPLOYER'S TIME - DO NOT WASTE IT.
4. DEVELOP ADEQUATE RULES GOVERNING THE ON-THE-JOB ACTIVITIES OF PART-TIME TRAINEES.
5. TO DETERMINE OCCUPATIONAL NEEDS IN THE COMMUNITY, CONDUCT SURVEYS AND ASSIST IN CONDUCTING SURVEYS.
6. PUBLICIZE AND EXPLAIN THE PROGRAM.
7. MAKE A CAREFUL SELECTION OF STUDENTS.
8. BECOME A FRIEND OF YOUR STUDENTS. KNOW EACH TRAINEE THOROUGHLY. THE COORDINATOR SHOULD BECOME ACQUAINTED WITH STUDENTS AND THEIR INDIVIDUAL TRAINING NEEDS. HE SHOULD FREQUENTLY COUNSEL WITH STUDENTS, BOTH IN REGARD TO THEIR CLASSROOM WORK AND THEIR ON-THE-JOB ACTIVITIES.
9. ESTABLISH GOOD PUBLIC RELATIONS BY HAVING THE RIGHT INFORMATION ON HAND AT ALL TIMES.
10. WORK AS A LIAISON BETWEEN SCHOOL, BUSINESS, HOME AND PUBLIC.
11. CREATE AND MAINTAIN ACTIVE PUBLIC SUPPORT FOR THE PROGRAM.
12. ESTABLISH A FILE ON BOTH STUDENT AND TRAINING STATION.
13. ONE MEANS OF A FOLLOW-UP ON FORMER STUDENTS, IS TO HOLD ANNUAL CLASS REUNIONS.
14. SEE TO IT THAT STUDENT'S WORKING ATTITUDE IS GOOD.

POSSIBLE DIFFICULTIES AND SUGGESTED REMEDIES OF A COE PROGRAM

DIFFICULTIES OF ONE TYPE AND ANOTHER WILL COME UP FROM TIME TO TIME. THE FOLLOWING CHART LISTS CERTAIN DIFFICULTIES AND SUGGESTED REMEDIES.

1. POOR SELECTION OF TRAINEE	1. A. SET HIGHER STANDARD IN THE FUTURE B. CONSULT ADVISORY COMMITTEE C. CONFER WITH PRINCIPAL AND FORMER TEACHERS D. DO BETTER JOB OF EXPLAINING TO STUDENT AND PARENT
2. POOR SELECTION OF TRAINING AGENCY	2. SAME AS A AND B ABOVE
3. IMPROPER SUPERVISION OF STUDENT ON THE JOB	3. A. CAREFULLY OUTLINE OBJECTIVES B. SECURE THOROUGH KNOWLEDGE OR REQUIREMENTS ON PART OF EMPLOYER C. SUGGEST DIFFERENT TYPE OF TRAINING D. SUGGEST METHODS OF SUPERVISED STUDY E. ASSIST IN BETTER PLANNING OF WORK
4. LACK OF COOPERATION WITH FACULTY	4. A. DEMONSTRATE DESIRE TO WORK WITH OTHERS

			B. EXPLAIN PROGRAM AND PROMOTE GOOD WILL
5.	COORDINATOR HAS NOT KEPT AWAKE TO NEEDS	5.	BE ALERT AT ALL TIMES FOR SUGGESTIONS
6.	LACK OF ADVISORY COMMITTEE	6.	A. COUNSEL WITH MEMBERS B. BE PREPARED TO GIVE INFORMATION C. ANTICIPATE SITUATIONS IN ADVANCE AND SECURE ADVICE
7.	IMPROPER PUBLICITY	7.	A. HAND IN MATERIAL IN WRITING B. SEEK COOPERATION OF PAPERS C. HELP EDITORS AND REPORTERS TO GET BETTER KNOWLEDGE OF PROGRAM. SEND IN CORRECTIONS ABOUT MIS-STATEMENTS.
8.	LACK OF PROPER CONSIDERATION OF OTHER PERSONS	8.	TRY TO SEE OTHER PERSON'S VIEWPOINT
9.	FAILURE TO FOLLOW PROPER LINES OF AUTHORITY	9.	KNOW PROPER LINE OF AUTHORITY AND FOLLOW IT.
10.	INADEQUATE COORDINATION	10.	CONTACT AND COUNSEL REGULARLY WITH STUDENT'S PARENTS, EMPLOYER, SCHOOL OFFICIALS AND CITIZENS.
11.	LACK OF CLEAR UNDERSTANDING OF PROGRAM	11.	HAVE A COMPLETE AND CLEAR KNOWLEDGE OF PROGRAM AND BE ABLE TO EXPLAIN IT
12.	LACK OF COORDINATION OF RELATED INSTRUCTION WITH THE WORK ON THE JOB	12.	KNOW WHAT THE STUDENT IS DOING ON THE JOB AND PLAN THE RELATED INSTRUCTION ACCORDINGLY
13.	FAILURE TO BUILD AND MAINTAIN STUDENT INTEREST	13.	COUNSEL WITH STUDENTS AND DISCOVER REAL CAUSE OF LACK OF INTEREST
14.	LACK OF COMMUNITY COOPERATION	14.	CALL ON GENERAL ADVISORY COMMITTEE FOR HELP
15.	INADEQUATE INSTRUCTIONAL MATERIAL	15.	ADD MATERIALS TO THE LIBRARY. CONSULT WITH OTHER COORDINATORS
16.	STUDENT-LEARNER INTEREST IN PAY ONLY	16.	IMPRESS STUDENT WITH EDUCATIONAL VALUE OF JOB EXPERIENCE
17.	TOO MANY OUTSIDE INTERESTS	17.	DO YOUR JOB FIRST
18.	INADEQUATE RECORDS BY COORDINATOR	18.	A. KEEP RECORDS FROM DAY TO DAY B. HAVE DEFINITE FILE FOR RECORDS C. HAVE REGULAR TIME TO WORK ON THEM
19.	IMPROPER COMMUNITY INTEREST	19.	WATCH YOUR STEP. REMEMBER YOU ARE AN EXAMPLE TO MANY

FORTY THINGS TO DO WHEN MAKING COORDINATION CONTACTS

LISTED BELOW ARE SOME OF THE SPECIFIC THINGS WHICH NECESSITATE COORDINATION CALLS UPON EMPLOYERS. CERTAINLY NO COORDINATOR WOULD THINK OF SEEING EVERY EMPLOYER REGARDING EVERY ONE OF THESE PURPOSES. HOWEVER, MOST ALERT COORDINATORS DO COMPLETE A NUMBER OF CALLS FOR EACH OF THESE VARIOUS REASONS. THE EMPLOYER SHOULD FEEL THAT EVERY COORDINATION CALL HAS A BUSINESSLIKE MOTIVE.

1. INTRODUCE PROGRAM TO EMPLOYERS.
2. PLACE STUDENTS ON JOB.
3. EXPLAIN TRAINING RESPONSIBILITIES TO EMPLOYERS.
4. COMPLETE TRAINING MEMORANDUMS.
5. SECURE INSTRUCTIONAL MATERIAL.
6. RELATE JOB TRAINING WITH SCHOOL.
7. PROVIDE AND FOLLOW-UP ON PLANS FOR ROTATION.
8. LEARN ACTUAL EMPLOYMENT CONDITIONS.
9. DEVELOP NEW TRAINING STATIONS.
10. DETERMINE STUDENT PROGRESS.
11. SURVEY NEED FOR ADULT CLASSES.
12. COMMEND TRAINING SPONSORS.
13. PREVENT MID-TERM LAYOFFS BY MAKING ADVANCE PLANS WITH EMPLOYERS.
14. SEEK WAGE ADJUSTMENTS.
15. FOLLOW-UP ON STUDENTS ABSENT FROM SCHOOL.
16. SECURE APPOINTMENTS OF TRAINING SPONSORS.
17. LOAN FILMS, OTHER TRAINING AIDS TO INTEREST EMPLOYERS.
18. OBSERVE STUDENT AT WORK.
19. PREVENT STUDENT WORKING TOO LONG HOURS.
20. INSURE DAILY TRAINING FOR STUDENT.
21. CHECK SPEED OF STUDENT'S LEARNING.
22. SEE WHETHER STUDENT IS ACCURATE.
23. FIND OUT QUALITY OF STUDENT'S WORK.
24. GET INFORMATION REGARDING ATTITUDE OF STUDENTS.
25. DETECT STUDENT'S WILLINGNESS TO DO STOCK WORK, OTHER NON-SELLING DUTY.
26. DETERMINE PART OF JOB TRAINEE NEEDS MOST IMPROVEMENT.
27. SEEK ADVICE ON HOME SITUATIONS OF STUDENTS.
28. GIVE SPONSOR DESERVED CREDIT FOR TRAINING GIVEN STUDENTS.
29. GET INFORMATION FOR LESSON SHEETS CONCERNING SPECIFIC JOB.
30. SHOW THE EMPLOYER WORK DONE BY STUDENT IN SCHOOL.
31. ASK EMPLOYER'S OPINION OF WORK DONE BY STUDENT IN SCHOOL.
32. LEARN NAMES OF OTHER EMPLOYEES WHO WORK WITH STUDENTS.
33. DETERMINE MEMBERSHIP OF ADVISORY COMMITTEE.
34. KEEP INFORMED CONCERNING WAGES, HOURS, WORKING CONDITIONS.
35. SECURE SPEAKERS FOR SPECIAL CLASS TOPICS.
36. WORK OUT PLANS AND AGENDAS WITH CHAIRMAN OF ADVISORY COMMITTEES.
37. SECURE FACTS NEEDED FOR COUNSELING INTERVIEWS WITH STUDENTS.
38. LEARN OF OPPORTUNITIES FOR FULL-TIME EMPLOYMENT AFTER GRADUATION.
39. GET INFORMATION ABOUT TRADE TERMINOLOGY IN VARIOUS OCCUPATIONS.
40. SECURE EVALUATION OF EFFECTIVENESS OF TRAINING GIVEN COE STUDENTS.

SAMPLE
TRAINING STATION

STUDENT EMPLOYEE REQUEST

SUBMITTED TO:____________________________

TRAINING STATION____

ADDRESS________________________________PHONE NO._______________

TIME NEEDED:

DAYS AND HOURS____

TOTAL HOURS ____

NUMBER TO INTERVIEW____

TIME OF INTERVIEWS____

DATE NEEDED____

SALARY____

TYPE OF STUDENT REQUIRED M________F________AGE__________________

QUALIFICATIONS____

____

____

____

JOB DESCRIPTION____

____

____

____

STUDENT'S NAME____

TEACHER'S____

COORDINATOR'S NAME____

COMMENTS:

SAMPLE

LETTER OF INTRODUCTION

TO TRAINING STATION

DATE______________________________

TO____________________________________

BUSINESS______________________________

ADDRESS_______________________________

DEAR MR.______________________________:

THIS WILL INTRODUCE__________________________________WHO IS A STUDENT AT______________SCHOOL AND A COOPERATIVE OCCUPATIONAL EDUCATION STUDENT. ______________________IS INTERESTED IN PART-TIME WORK AND WOULD LIKE TO TALK WITH YOU CONCERNING EMPLOYMENT.

THANK YOU FOR YOUR CONSIDERATION AND TIME.

SINCERELY,

____
COORDINATOR

SAMPLE
VISITATION REPORT

COOPERATIVE EDUCATION COORDINATION

DATE ______________________ COORDINATOR ______________________

LEFT ______________________ RETURN ______________________

STATIONS	NOTES

COOPERATIVE EDUCATION COORDINATION FORM

STUDENT RECORD KEEPING FORM

AREA ______________________________

Training Station	Students	Phone	Supervisor		Coordination					

COORDINATOR'S VISITATION REPORT

TRAINING AGENCY____________________ CONTACT OFFICIAL____________________

TRAINEE____

DATE____________________________ TIME OF VISIT____________________

POINTS TO OBSERVE	COMMENTS
1. CONDITIONS SURROUNDING THE PLACE OF BUSINESS	
2. ATTITUDE OF WORKERS TOWARD COORDINATOR AND TRAINEE	
3. SPECIFIC OPERATIONS IN WHICH TRAINEE IS ENGAGED	
4. IMMEDIATE RELATED SUBJECT MATTER NEEDED	
5. PERSONAL APPEARANCE OF THE TRAINEE	
6. APPARENT INTEREST OF TRAINEE IN WORK	
7. APPARENT INTEREST OF EMPLOYER IN TRAINEE	

*COPY TO YOUR LOCAL SCHOOL ADMINISTRATOR

COORDINATOR'S WEEKLY REPORT
TO
LOCAL SCHOOL ADMINISTRATORS

(DUE MONDAY OF EACH WEEK)

NAME______________________________ DATE______________________________

DATE	FIRM	PURPOSE

NUMBER OF STUDENTS VISITED__________ NUMBER OF FIRMS VISITED______________

STUDENTS ON COOPERATIVE PROGRAM____ NUMBER EMPLOYED_____________________

REMARKS:

SUGGESTED COORDINATOR'S
MONTHLY REPORT
TO
LOCAL SCHOOL ADMINISTRATORS

A. PURPOSES OF MONTHLY REPORTS

1. TO FURNISH MEMBERS OF LOCAL SCHOOL ADMINISTRATIVE STAFF AND THE COOPERATIVE OCCUPATIONAL EDUCATION STATE OFFICE WITH INFORMATION ON WHICH THEY CAN MORE INTELLIGENTLY MAKE AN APPRAISAL OF THE DISTRIBUTIVE EDUCATION PROGRAM.
2. TO GIVE THE LOCAL ADMINISTRATORS AN OPPORTUNITY TO PROMOTE THE PROGRAM OF COOPERATIVE OCCUPATIONAL EDUCATION ON SPECIFIC INFORMATION RELATIVE TO THE SERVICE.
3. TO FURNISH THE INDIVIDUAL MAKING THE REPORT WITH A PERMANENT RECORD OF HIS ACCOMPLISHMENTS FOR FUTURE REFERENCE.
4. TO KEEP ADMINISTRATORS INFORMED ON CURRENT AND TIMELY DEVELOPMENTS RELATING TO THE PROGRAM.

B. AIDS

1. KEEP IN MIND: WHO, WHY, WHAT, WHERE, WHEN AND HOW WHEN WRITING YOUR REPORT AND A GOOD REPORT WILL USUALLY FOLLOW.
2. LONG-TERM PROJECTS CAN BE BROUGHT INTO THE PICTURE TO DENOTE PROGRESS AND/OR ACCOMPLISHMENTS.
3. THE REPORT SHOULD BE A FACTUAL STATEMENT OF WHAT IS GOING ON IN THE LOCAL COMMUNITY AND SHOULD BE CONSTRUED AS SUCH RATHER THAN AS A CHECK-UP ON THE INDIVIDUAL.
4. THE REPORT SHOULD CONTAIN SUCH INFORMATION AS:

   NEW IDEAS BEING DEVELOPED
   EVALUATIONS BEING MADE
   SPECIAL CORRESPONDENCE BEING DONE
   CONTACTS MADE, PURPOSE, RESULTS
   SUGGESTIONS FOR IMPROVING PROGRAM
   SPECIAL ACTIVITIES
   CONFERENCES HELD
   OTHER

5. AVOID THE APPEARANCE OF AN ITINERARY TYPE REPORT. YOU NEED NOT FOLLOW A DAY-TO-DAY METHOD OF PROCEDURE, SUCH AS: "ON MONDAY," "ON TUESDAY," ETC.
6. THE REPORT MUST BE CLEAR. UNLESS IT IS SIMPLE AND DIRECT, IT WILL MOST LIKELY BE OF LITTLE VALUE.
7. SHOULD BE BRIEF AND ONLY INFORMATIVE AND ESSENTIAL MATERIAL, CONCISE AND CONDENSED, SHOULD BE USED.
8. MUST BE ACCURATE, OTHERWISE, IT MIGHT LEAD TO FALSE EVALUATION AND/OR EMBARRASSMENT.
9. THE REPORT SHOULD BE PRESENTED ON SCHEDULE AS DETERMINED BY THE LOCAL ADMINISTRATION.

A "THANK YOU" LETTER TO COOPERATING BUSINESSES AFTER RATING SHEETS HAVE BEEN RECEIVED

DATE______________________19_________

DEAR SIR:

I WISH TO EXTEND TO YOU OUR THANKS FOR THE FINE WORK EXPERIENCE WHICH YOUR ORGANIZATION HAS GIVEN THE FOLLOWING MEMBER (OR MEMBERS) OF THE COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM OF____.

YOUR EXCELLENT COOPERATION MAKES IT POSSIBLE FOR THESE STUDENTS TO ENJOY THE ADVANTAGES OF A VERY PRACTICAL SCHOOL-WORK EXPERIENCE TYPE OF PROGRAM. SUCH EXPERIENCE WILL ENABLE THESE STUDENTS TO SMOOTH OUT THE DIFFICULT PATH OF ADJUSTMENT FROM THE THEORETICAL CLASSROOM TO THE PRACTICAL WORKING WORLD.

IT MAY BE OF INTEREST TO YOU TO LEARN THAT THIS GROUP OF COOPERATIVE OCCUPATIONAL EDUCATION STUDENTS DURING THEIR TRAING JUST ENDED____________ RECEIVED____________________HOURS OF RELATED CLASS INSTRUCTION.

THE RATING SHEETS WHICH YOU RETURNED HAVE BEEN CAREFULLY ANALYZED AND DISCUSSED WITH THE CLASS. IT IS OUR INTENT TO WORK WITH THESE STUDENTS SO THAT THEY MAY IMPROVE THE QUALITIES IN WHICH THEY SEEM LACKING.

YOU ARE CORDIALLY INVITED TO VISIT US AND OBSERVE THE WORK OF THE GROUP. YOUR CONTINUED COOPERATION WILL BE SINCERELY APPRECIATED.

SINCERELY YOURS,

COOPERATIVE OCCUPATIONAL EDUCATION
COORDINATOR

ANNUAL DESCRIPTIVE REPORT

Cooperative Occupational Education

A. PROGRAM STATUS

1. List goals for the current year, each followed by an appraisal of accomplishments.
2. Indicate courses and new developments in the adult education program.
3. Additional information pertinent to the status of your program.

B. PROGRAM IMPACT

1. Cite success stories or enrollees and graduates. (Identify as to high school, post-secondary and adult)
2. Interpret briefly data secured through follow-up, surveys and other studies.
3. Describe how you have emphasized the "total program" concept of continuing education.
4. Additional information concerning the impact of the program on your community.

C. INVOLVEMENT OF OTHERS

1. Describe continuing and new cooperative relationships with agencies and groups, such as Employment Security, Chamber of Commerce, Unions, Sales Executives and others.
2. Explain your use of advisory and consultative committees.
3. Evaluate your club program's contribution to the total school program.
4. Interpret public interest in your club organization; the program as a whole.
5. Additional information describing the involvement of others with your program.

D. IMPROVEMENT OF INSTRUCTION

1. List textbooks and instructional materials used during the current year.
2. Describe use being made of newer instructional methods, such as

educational television, team teaching, programmed learning devices and other.

E. COORDINATION

1. Describe the methods used for coordinating the classroom instruction with on-the-job training.

2. Describe activities you carry on during the period your contract is extended beyond the basic 180-day year.

3. Describe activities involving Training Sponsor development.

4. Additional information to futher describe your coordination activities.

F. PROGRAM PROMOTION

1. Give high points of your public information and program promotion activities.

2. Annotate brochures, school and community news articles and human interest releases prepared for program promotion and publicity.

3. Outline special cooperative relationships and activities with other departments and individuals in your school and district, including guidance services.

4. Describe appearances you have made before service clubs, PTA's and other lay or faculty groups on behalf on COE.

5. Additional information concerning the promotion of your program.

6. Evaluate your professional activities and list offices held in professional organizations.

7. List conferences, seminars, workshops, and school courses you have participated in during the year.

G. GOALS FOR NEXT YEAR

Important - Please list the goals you have set for your program for next year.

OFFICE OF EDUCATION

INSTRUCTIONAL CODES AND TITLES

01.0000	AGRICULTURE
0100	Agricultural Production
0200	Agricultural Supplies
0300	Agricultural Mechanics
0400	Agricultural Products
0500	Ornamental Horticulture
0600	Agricultural Resources
0700	Forestry
9900	Other Agriculture (Specify)

04.0000	DISTRIBUTION AND MARKETING
0100	Advertising Services
0200	Apparel and Accessories
0300	Automotive
0400	Finance and Credit
0500	Floristry
0600	Food Distribution
0700	Food Services
0800	General Merchandise
0900	Hardware, Building Materials, Farm and Garden Supplies and Equipment
1000	Home Furnishings
1100	Hotel and Lodging
1200	Industrial Marketing
1300	Insurance
1400	International Trade
1500	Personal Service
1600	Petroleum
1700	Real Estate
1800	Recreation and Tourism
1900	Transportation
2000	Retail Trade (Other)
3100	Wholesale Trade (Other)
9900	Distributive Education (Other)

07.0000	HEALTH OCCUPATIONS	
0100	Dental Services	
	0101	Dental Assistant
	0102	Dental Hygientist (Associate Degree)
	0103	Dental Laboratory Technician

0200 Medical Services

  0201 Cytology Technician (Cytotechnologist)
  0202 Histology Technician
  0203 Medical Laboratory Assistant
  0204 Nurse, Associate Degree
  0205 Practical (Vocational) Nurse
  0206 Nurses Aide

  0208 Hospital Food Services Supervisor
  0209 Inhalation Therapy Technician

  0211 Medical X-ray Technician (Radiologic Technologist)
  0212 Optician
  0213 Surgical Technician (Operating Room Technician)
  0214 Occupational Therapy Assistant
  0215 Physical Therapy Assistant

9900 Other (Specify)

09.0000 HOME ECONOMICS

0100 Homemaking - Preparation for Personal, Home, and Family Living

  0101 Comprehensive Homemaking or Home Economics
  0102 Child Development
  0103 Clothing and Textiles
  0104 Consumer Education
  0105 Family Health
  0106 Family Relations
  0107 Foods and Nutrition
  0108 Home Management
  0109 Housing and Home Furnishings
  0199 Other Homemaking (Specify)

0200 Occupational Preparation

  0201 Care and Guidance of Children
  0202 Clothing Management, Production, and Services
  0203 Food Management, Production, and Services
  0204 Home Furnishings, Equipment and Services
  0205 Institutional and Home Management and Supporting Services
  0299 Other Occupational Preparation (Specify)

9900 Other (Specify)

14.0000 OFFICE OCCUPATIONS

0100 Accounting and Computing
0200 Business Data Processing Systems
0300 Filing, Office Machines, and General Office Clerical
0400 Information Communication

0500 Materials Support, Transporting, Storing, and Recording
0600 Personnel, Training, and Related
0700 Stenographic, Secretarial, and Related
0800 Supervisory and Administrative Management
0900 Typing and Related
1000 Miscellaneous Office (Specify)
9900 Other, NEC (Specify)

16.0000 TECHNICAL

0100 Engineering Related Technology

- 0101 Aeronautical Technology
- 0102 Agricultural Technology
- 0103 Architectural Technology (Building Construction)
- 0104 Automotive Technology
- 0105 Chemical Technology
- 0106 Civil Technology
- 0107 Electrical Technology
- 0108 Electronics Technology
- 0109 Electro-Mechanical Technology
- 0110 Environmental Control Technology
- 0111 Industrial Technology
- 0112 Instrumentation Technology
- 0113 Mechanical Technology
- 0114 Metallurgical Technology
- 0115 Nuclear Technology
- 0116 Petroleum Technology
- 0117 Scientific Data Processing
- 0199 Other Related Technology (Specify)

0500 Other Technical Education, NEC

- 0501 Chemical Technology
- 0502 Commercial Pilot Training
- 0503 Fire and Safety Technology
- 0504 Forestry Technology
- 0505 Marine Technology
- 0599 Other (Specify)

9900 Other (Specify)

17.0000 TRADES AND INDUSTRY

0100 Air Conditioning

- 0101 Cooling
- 0102 Heating
- 0103 Ventilating (Filtering and Humidification)
- 0199 Other Air Conditioning (Specify)

0200 Appliance Repair

0300	Automotive Industries	
	0301	Body and Fender
	0302	Mechanics
	0303	Specialization
	0399	Other Automotive Industries (Specify)
0400	Aviation Occupations	
	0401	Aircraft Maintenance
	0402	Aircraft Operations
	0403	Ground Operations
0500	Blueprint Reading	
0600	Business Machine Maintenance	
0700	Commercial Art Occupations	
0800	Commercial Fishery Occupations	
0900	Commercial Photography Occupations	
1000	Construction and Maintenance Trades	
	1001	Carpentry
	1002	Electricity
	1003	Heavy Equipment (Construction)
	1004	Masonry
	1005	Painting and Decorating
	1006	Plastering
	1007	Plumbing and Pipefitting
	1099	Other Construction and Maintenance Trades
1100	Custodial Services	
1200	Diesel Mechanic	
1300	Drafting Occupations	
1400	Electrical Occupations	
	1401	Industrial Electrician
	1402	Linemen
	1403	Motor Repairman
	1499	Other Electrical Occupations (Specify)
1500	Electronics Occupations	
	1501	Communications
	1502	Industry
	1503	Radio/Television

	1599	Other Electronics Occupations (Specify)
1600		Fabric Maintenance Services
	1601	Drycleaning
	1602	Laundering
	1699	Other Fabric Maintenance Services (Specify)
1700		Foremanship, Supervision, and Management Development
1800		General Continuation
1900		Graphic Arts Occupations
2000		Industrial Atomic Energy Occupations
	2001	Installation, Operation, and Maintenance of Reactors
	2002	Radiography
	2003	Industrial Uses of Radio-Isotopes
	2099	Other Industrial Atomic Energy Occupations (Specify)
2100		Instruments Maintenance and Repair Occupations (Including watchmaking and repair)
2200		Maritime Occupations
2300		Metalworking Occupations
	2301	Foundry
	2302	Machine Shop
	2303	Machine Tool Operation
	2304	Metal Trades (Combined)
	2305	Sheet Metal
	2306	Welding
	2399	Other Metalworking Occupations (Specify)
2400		Metallurgy Occupations
2500		Nucleonic Occupations
2600		Personal Services
	2601	Barbering
	2602	Cosmetology
	2699	Other Personal Services (Specify)
2700		Plastics Occupations
2800		Public Service
	2801	Fireman Training

2802	Law Enforcement Training
2899	Other Public Services (Specify)
2900	Quantity Food Occupations
2901	Baker
2902	Cook/Chef
2903	Meat Cutter
2904	Waiter/Waitress
2999	Other Quantity Food Occupations (Specify)
3000	Refrigeration
3100	Small Engine Repair (Internal Combustion)
3200	Stationary Energy Sources Occupations
3201	Electric Power and Generating Plants
3202	Pumping Plants
3299	Other Stationary Energy Sources Occupations (Specify)
330	Textile Production and Fabrication
3301	Dressmaking
3302	Tailoring
3399	Other Textile Production and Fabrication (Specify)
3400	Shoe Manufacturing/Repair
3500	Upholstering
3600	Woodworking Occupations
3601	Millwork and Cabinet Making
3699	Other Woodworking Occupations (Specify)
3700	Other Trades and Industry Occupations (Specify)

LEGAL REQUIREMENTS

A. State Regulations

1. Students between the ages of 14 and 16 who have obtained a "work permit" can be employed.
    - a. No person under 14 years of age is allowed to work in or for commercial establishments.
    - b. No permit is needed for domestic service or casual employment such as a newspaper boy, yard work or baby sitting.
    - c. Fourteen and 15 year olds are prohibited from working in the following occupations:
        - (1) Operation of or working on heavy construction equipment.
        - (2) Working with or around explosives or dangerous chemicals
        - (3) Working in any occupation declared hazardous by the Child Labor Commission.
        - (4) Working as an actor or performer in an establishment where intoxicating liquors are dispensed or in any occupation which is illegal, obscene or immoral.
2. Work Permits
    - a. A minor must first obtain an "Offer of Employment" form from the Superintendent of Schools which is completed and returned by the employer. Following proof of age, the work permit is issued. A work permit is obtained for each new employer.

B. Federal Regulations

1. All minors 16 years of age and those who have not reached their 19th birthday should have a "Certificate of Age" in their name, on file at the employer's place of business. These may be obtained from the Superintendent of Schools. This complies with Federal Child Labor Laws.
2. Occupations declared hazardous by the U.S. Secretary of Labor for minors under 18 years of age:
    - a. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
    - b. Occupations of motor-vehicle driver and helper.

c. Coal-mine occupations.

d. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill or copper-stock mill.

e. Occupations involved in the operation of power-driven woodworking machines.

f. Occupations involving exposure to radioactive substances and to ionizing radiations.

g. Occupations involved in the operation of elevators and other power-driven hoisting apparatus.

h. Occupations involved in the operation of power-driven metal forming, punching and shearing machines.

i. Occupations in connection with mining, other than coal.

j. Occupations in or about slaughtering and meat-packing establishments and rendering plants.

k. Occupations involved in the operation of certain power-driven bakery machines.

l. Occupations involved in the operation of certain power-driven paper-products machines.

m. Occupations involved in the manufacture of brick, tile and kindred products.

n. Occupations involved in the operation of circular saws, band saws, and guillotine shears.

o. Occupations involved in wrecking, demolition and ship-breaking operations.

p. Occupations in excavation operations (some exceptions have been allowed recently).

q. Occupations involved in roofing operations.

C. Minimum hourly wage rates under the 1966 Amendments to the Fair Labor Standards Act and the Supreme Court Decision in the case of Maryland vs. Wirtz.

1. Not less than $1.30 an hour from February 1, 1969 to February 1, 1970.
2. Not less than $1.45 an hour from February 1, 1970 to February 1, 1971.

3. Not less than $1.60 an hour thereafter.

D. Employees employed in the enterprises indicated below are covered under these amendments:

1. "There are, in the activities of the enterprise, employees engaged in interestate or foreign commerce, including employees handling, selling or otherwise working on goods that have been moved in or produced for such commerce by any person; and if

2. Such enterprise is one which:

   a. has an annual gross volume of sales made or business done exclusive of certain excise taxes, of at least $250,000,or

   b. is engaged in the business of construction or reconstruction (regardless of dollar volume), or

   c. is engaged in laundering, cleaning or repairing clothing or fabrics (regardless of dollar volume), or

   d. is engaged in the operation of a hospital (except a Federal Government hospital), nursing home or school (whether public, private or nonprofit and regardless of dollar volume)."

3. Exemptions do occur from time to time under federal law.

E. Application for Subminimum Wage by School Official

1. Date of Application - application becomes certificate

   a. Temporary authorization at date of application

   b. After 30 days - Permanent certificate

      (1) When denied - notification will come in 30 days.

      (2) If review is in order - extension will be made and notification to this effect this is necessary.

2. Application is Reviewed

   a. Denied

      (1) Notification to school official, the employer and student.

      (2) Within 30 days of application

   b. Extension of time

      (1) Notification to school official, the employer and student.

        c. Denial can come from improper filling of application.

F. Criteria

    1. Related class and work

        a. 75% of minimum - no less

        b. No certificate may be issued retroactively

        c. Hours not to exceed 40

        d. More hours if school is not in session

            (1) No more than 8 hours per day.

            (2) A notation must be made

        e. During school term - school not in session

            (1) can work 40 hours in each week, no more

            (2) Any hours over does not fall in subiminimum rate

G. Keep records on student learners.

    1. Up to three years

    2. Keep notes of work over 40 hours and pay

U. S. DEPARTMENT OF LABOR
Wage and Hour and Public Contracts Divisions
2000 Federal Office Bldg.
911 Walnut Street

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under Section 6 of the Fair Labor Standards Act of 1938, as amended, or at wages below the applicable Walsh-Healey Public Contracts Act minimum wage determination, effective from the date this application is forwarded to the Division until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in Section 520.6(c)(2) of the Student-learner Regulation (29 CFR 520) are satisfied.

PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM
PRINT OR TYPE ALL ANSWERS

1. Name and address of establishment making application:

2. Type of business and products manufactured sold, or services rendered:

3. Name and address of student-learner:

4. Name and address of school in which student-learner is enrolled:

Information on school instruction:

5. Number of weeks in school year

6. Total hours of school instruction per week

7. Number of school hours directly related to employment training

8. Proposed beginning date of employment (Month, day, year)

9. Proposed ending date of employment (Month, day, year)

10. Proposed graduation date of student learner (month,day,yr)

11. Are Smith-Hughes Act or George-Barden Act funds being used for this program? (Yes or no)

12. Was this program authorized by the State board for vocational education?

13. If the answer to item 12 is "No" give the name of the recognized local educational body which has this vocational training program.

14. Outline the school instruction directly related to the employment training. (List courses, etc.)

ATTACH SEPARATE PAGES IF NECESSARY

Information on employment training at special minimum wages:

15. How is employment training scheduled (weekly, alternate weeks, etc)?

16. Number of weeks of employment training at special minimum wage.

17. Number of hours of employment training a week.

18. Special minimum wage(s) to be paid student-learner (if a progressive wage scale is proposed enter each rate and specify the period during which it will be paid:)

19. Title of Student-learner occupation:

20. Number of employees in this establishment.

21. Number of experienced employees in student-learner's occupation shown in question 19.

22. Minimum hourly wage rate of experienced workers in 21.

23. Is an age or employment certificate on file in this establishment for this student-learner? (If not, see instructions).

24. It is anticipated that the student-learner will be employed in the performance of a Government contract subject to the Walsh-Healey Public Contracts Act?

25. Outline training on-the-job (describe briefly the work process in which the student-learner will be trained and list the types of any machines used.)

26. Signature of student-learner:
I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions states, be grated by the Administrator or his authorized representative

(Print or type name of student) (Signature of student) (Date)

27. Certification by school official:
I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, as defined in section 520.2 of Student-Learner Regulations

28. Certification by employer or authorized representative:
I certify, in applying for this special certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

Print or type name of official

Print or type name of employer or representative

(Signature of School official (Date)

Signature of Employer or Rep (Date)

Title

Title

U. S. DEPARTMENT OF LABOR
WAGE AND HOUR AND PUBLIC

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GERALD H. HILL COMPLIANCE OFFICER
FEDERAL BUILDING
CHEYENNE, WYOMING 82001

PHONE: 634-5920
EXT: 2462

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REGIONAL OFFICE
U. S. DEPARTMENT OF LABOR
WAGE AND HOUR AND PUBLIC CONTRACTS
DIVISION
2000 FEDERAL BUILDING
911 WALNUT STREET
KANSAS CITY, MISSOURI 64106

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PROFESSIONAL GROWTH

Continual improvement of Cooperative Occupational Education programs rests upon the shoulders of the teacher-coordinator. Professional growth of the teacher-coordinator is the key to this improvement. The following is a guide which suggests ways to GROW:

The teacher-coordinator should:

1. Become an active member in local, state, and national teacher associations, i.e., WEA, NEA.
2. Become an active member in occupational associations, i.e., WVA, AVA, NADET, NVATA, NBEA.
3. Participate in organized workshops conducted by local, state, or national associations or agencies.
4. Become involved in your community. Join social and civic organizations and take part in community projects.
5. Subscribe to and read professional publications and keep abreast of current events and conditions.
6. Become acquainted and work closely with your state department of education. Know their policies and objectives.
7. Whenever possible, work in a field of employment which is related to your teaching area.
8. Work for advanced degrees in your teaching area.
9. Develop and participate in your local in-service training programs.
10. Be willing to take professional leave to observe other COE programs in your region.
11. Communicate with fellow teachers, business, and industry within your state and across the country in order to keep abreast with the latest developments.
12. Become familiar with your teacher education institutions within your area.
13. Continually critque and evaluate your program with the assistance of other professionals.
14. Work closely with your faculty and community to ascertain their perspective and ideas.
15. Attend school board meetings and know school district policies and procedures.

DEVELOPING AND ESTABLISHING SUITABLE TRAINING STATIONS

Training Stations:

The importance of on-the-job training of the cooperative education program cannot be over-emphasized, because it is this instruction which makes practical application of information and skills learned and discussed in the related classroom areas. For this reason, you must select participating industries or businesses carefully and work with them continuously to strengthen that portion of the cooperative education program.

Criteria for selection:

1. The needs of the individual student should be a major factor in selecting training stations.

2. The training station should be located convenient to school or home.

3. The industry or business should enjoy a reputation for integrity and progressiveness in the community.

4. The manager should understand the cooperative education program and the part his industry or business should play in student training.

5. Management or training sponsors should be willing to work with the teacher-coordinator in regular on-the-job planning and instruction.

6. Management should agree to continue a student's on-the-job placement throughout the year unless the owner or manager and the teacher-coordinator agree that termination is desirable.

7. Management should be willing to allow time for the instruction of students and conferences between the training sponsor and the student for whose training he is responsible.

8. The smaller training station generally offers the best training opportunity.

HOW TO LOCATE SUITABLE TRAINING STATIONS

1. From community surveys.

2. From student surveys.

3. Through the advisory committee.

4. Through school administrators and counseling offices.

5. Through trade associations, Chamber of Commerce, unions, service clubs, etc.

6. By observation while walking or driving through the area served by school.

7. Business that cooperated as training stations in previous years.

8. Business that presently employ students may meet all requirements to enroll in program.

9. Local Employment Security Offices.

BACKGROUND TO DEVELOPING AND ESTABLISHING TRAINING STATIONS

1. The pre-approach

   a. Personal contact with individual employers is absolutely necessary.

   b. A file should be maintained for each business on which you will have any occasion to call.

   c. The information you should have before making the call, in addition to that you received from your survey of the community, should include: (See pre-approach form)

      (1) Who does the hiring; with permission of whom?

      (2) Whom you will be interviewing.

      (3) What special interests the person has.

      (4) If chain, name of parent organization; names of officers in top management; chain's connection with the cooperative education program.

      (5) If they have employed cooperative students in the past.

      (6) How long company has been in existence in the community.

      (7) Unusual events or promotions in which business has recently

      (8) Unusual practices; "firsts" to its credit.

   d. Information you don't have beforehand will provide material for questions during the interview. As much knowledge of the business certainly aids the sale of the program.

2. Preparing for the interview.

a. Specific points the employer and training sponsor must know about the nature and scope of the program.

   (1) The objectives of the cooperative program.

   (2) That the primary function of the training station is to train the student, but that the trainee is expected to produce at a profitable level.

   (3) That the employer is considered on the staff of the program, and he plays an important role in the train-of the student with the proper provided planned work experiences and on-the-job instruction.

   (4) That the training agencies will provide on the average of at least (15) hours of employment a week throughout the school year.

   (5) That the monetary wage will be the same as any employee on the same level of employment and that this amount may be increased in proportion to their productivity.

   (6) That the student is enrolled in special classes at directly related to his work.

   (7) That the student should both learn the job at which he is working and gain a knowledge of the other aspects of the business.

   (8) That this is best done by way of a progressive training plan worked out by the sponsor and the coordinator.

   (9) That periodic ratings based on the training plan and the development of the student discussed between the teacher-coordinator and the training sponsor and any problems existing should be brought to the attention of the teacher-coordinator at the earliest time.

   (10) That candidates for part-time employment have had vocational counseling at the school during which they have determined tentative career objectives.

b. Planning the interview. Including such things as:

   (1) Name of the business.

   (2) Person interviewed, his position

   (3) Some ideas for getting his interest.

   (4) Facts you want to get across.

   (5) The benefits the person interviewed will realize from the facts.

3. Sell the cooperative program to the employer.

    a. Schedule a meeting with the employer.

    b. Be there on time -- Be there.

    c. Meet with him where there will be the fewest possible interruptions.

    d. Making the presentation to the employer.

        (1) Clearly state the purpose for your visit, immediately. Show consideration for his time.

        (2) Find out any objections he has and use them to help you.

        (3) Check periodically to find out if he is in full agreement and understanding.

DETERMINATION OF TRAINING STATION EFFECTIVENESS

Systematic evaluation of cooperating training station is necessary so that you can be constantly alert to strengths and weaknesses which affect the on-the-job training and instruction which each student receives. Industries or businesses which do not meet acceptable standards and which do not agree to a program of ingrading should be removed from the list of quality training centers for cooperative education students.

The following methods are helpful:

1. Observe the willingness of industry or business to participate in the cooperative education program by noting the interest of management in employing and instructing students on the job.

2. It is important to note the spirit of management in appointing a training sponsor, providing adequate time for this person to learn about the cooperative education program and what he is to do, and allowing time for instruction and confering with the teacher-coordinator.

3. Throughout the year, a careful evaluation should be made of the on-the-job training which a student is receiving. Such evaluation should consider whether the job training appears to have followed the training plan as closely as it is reasonable to expect.

4. You should note whether each student is making progress toward his carerr, objective and whether he is progressing to jobs which are comparable with his knowledge and abilities.

5. Guidance conferences with cooperative students will provide information about the instruction and experiences they are receiving on the job.

6. The industry or business should conform to the criteria for selection of participating training centers mentioned earlier.

7. The teacher-coordinator may find it advisable to eliminate a training center, if after cooperative consideration of the training program, the training center is unable to provide continuous training or adequate training.

THE TRAINING SPONSOR

The training sponsor is the title given to that experienced employee in a cooperating training for a cooperative education student. The responsibility of the training sponsor is important because it is he who applies classroom learning to on-the-job training and helps the student to learn about the occupation through the practical approach.

TRAINING PLANS AND AGREEMENTS

A. Training Plan:

The development of a training plan for a student brings him, the training sponsor and the teacher-coordinator face to face with the problem of determining his immediate and long range career objectives and with the steps (both immediate and long range) which will lead the student toward these objectives.

The training plan provides a continuing record of student occupational experience, and should become a permanent part of each student's personal data file.

IMPORTANT CONTRIBUTIONS:

1. It offers tangible evidence to employer, training sponsor, school personnel, and student that cooperative education is an educational program rather than an employment program.
2. The plan makes it necessary for the student, teacher-coordinator and the employer or training sponsor to arrive at specific occupational objectives.
3. It encourages the training sponsor to designate and instruct the student in progressively more difficult and varied on-the-job training.
4. It provides each student with the opportunity to develop to his full potential.
5. It provides the basis for meaningful coordination visits and progress reports.

6. It can help each student learn to evaluate his own progress.

7. The plan offers the teacher-coordinator a concrete basis for evaluating on-the-job training.

8. Adjustment of training plan will take place as training progresses.

B. Agreements or memorandum:

An agreement indicates that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer, the teacher-coordinator or principal, student-learner and parent. The agreement should specify work areas, and responsibilities of all parties.

Copies of each agreement shall be kept on file by both the school and the employer.

Information for employers and/or supervisors of employees.

Cooperative education refers to a program for high school students who are interested in gaining practical job experience. In accomplishing this, the school asks for the cooperation of the employer to assist in the training of this student. Therefore it is a cooperative effort on the part of the employer and the school in preparing a student for the world of work.

1. Students in cooperative programs may be released 2 hours of school time if the employer needs them during the released hours and if the student is maintaining average grades and proper school credits.
2. The student is to receive no special consideration or advantages over any other part-time employee.
3. A wage is paid in accordance to the employer's wage scale.
4. The teacher-coordinator visits the employer to check on the progress of the student-trainee.
5. The employer formally evaluates the student at least once a semester. This employer evaluation constitutes 25% of the student's class grade.
6. Student-trainees receive hours of school credit per semester if they have met the standards set by the employer or supervisor.
7. The employer or supervisor, if they so desire, may enlist the services of the teacher-coordinator in establishing a training program for the student.
8. The employer or supervisor is asked and encouraged to call the teacher-coordinator on any problems which may arise with a student-trainee.

"Thank You for Your Cooperation in Training the Youth of Our Community"

TRAINING AGREEMENT

Training Agency ______________________________ Date ____________

Address ____________________________ Telephone Number __________

Trade or Occupation ____________________ Training Period __________

Trainee ____________________________ Date of Birth ____________

Grade __________ Work Hours: ________________ to ________________

Parent or Guardian ____

Address ____

________________________________ Telephone Number

To successfully carry on cooperative training the local Board of Education of ____________________ deems it advisable that all parties concerned understand the following:

The training agency will place the above Trainee in its establishment for the purpose of giving training in the above occupation. The Training Agency will cooperate with the Board of Education and its coordinator and when possible route the Trainee through the various operations or jobs in the order of learning difficulties so that he may receive all-round training in the occupation being experienced. The Training Agency will advise the coordinator of any deficiency the Trainee might have and furnish any information that will aid the school in promoting the progress of the Trainee.

The school will provide an organized course of technical and related study closely correlated with the job operations being performed at Training Agency.

The Trainee will receive like consideration given regular employees in regard to insurance, safety, health regulations and general working conditions.

The parents (or Guardians) will not be relieved of any responsibility in regard to personal conduct of the Trainee while participating in this program. The parents (or guardians) will assume full responsibility over any action or happening to the Trainee from the time he leaves school until he reports to his training job.

The parents (or guardians) and Trainee understand that the cooperative training program is designed primarily for boys and girls to secure training that will fit them for cooperative occupations as a potential full-time worker.

Schedule of compensation is to be mutually agreed upon by the Training Agency and the Trainee in accordance with existing conditions. The Trainee agrees to abide by all rules and regulations set forth by his coordinator and employer.

All problems shall be adjusted by the coordinator with the cooperation of all parties concerned.

TRAINING AGREEMENT

By this agreement the ________________________________ will permit
(Training Agency)
____________________________ to enter its establishment for
(student)
the purpose of securing training and knowledge in ____________________.
(occupation)

All persons concerned jointly agree to the following conditions:

1. That the training will extend from _______, 19_____ to _______, 19____ five days per week.

2. That the trainee and the Training Agency will have a probation period of _____ weeks. At the end of this period the trainee, training agency or the coordinator may terminate this agreement.

3. The trainee will divide his time: In school _____________ laboratory period ______________.

4. The trainee will be supervised by : In school ___________________, laboratory period ______________.

5. The school will make provision for the student to receive related and technical instruction in the above occupation.

6. The training during the laboratory period shall be progressive. It shall provide for the trainee's passing from one job to another in order that the trainee may become proficient in different phases of the occupation.

7. All complaints shall be made to and adjusted by the coordinator.

8. The coordinator shall have authority to transfer or withdraw the trainee at any time.

9. The trainee may work after 1:00 p.m. and/or on Saturdays as he may arrange with the training agency.

10. The student promises to abide by all implied and stated terms included in this memorandum. The student shall be bound during the laboratory period by the ordinary school regulations. The parent or guardian shall be responsible for the conduct of the student while in training.

SIGNED:

______________________________ ______________________________
(Employer) (Student)

______________________________ ______________________________
(coordinator) (Parent or Guardian)

TRAINING PLAN

TRAINING STATION ______________________ STUDENT ______________________

TITLE OF JOB ____

JOB DESCRIPTION ____

____

____

CAREER OBJECTIVE ____

Area of Experience and Training (Put an X if experience or training is to be done in class or on-the-job or put an X in both columns if a combined experience or training. Once experience or training is complete cirlce the X.)	In Class	On The Job
ADDITIONAL DUTIES	In Class	On The Job
Additional Projects	In Class	On The Job

EDUCATION TRAINING PLAN

STUDENT's NAME ______________________ HOME TELEPHONE ______________________

ADDRESS ____
(Street) (City) (State) (Zip Code)

CAREER OBJECTIVE: ____
IMMEDIATE OBJECTIVE: ____
NAME OF TRAINING STATION: ____
ADDRESS ____
(Street) (City) (State) (Zip Code)

TELEPHONE ______________________ STUDENT's WAGE ______________________
STUDENT's AGE ______________________ WORKING HOURS ______________________
PARENTS OR GUARDIAN ____

PLAN

THE STUDENT WILL PARTICIPATE IN THE FOLLOWING GENERAL ACTIVITIES WHICH PERTAIN TO THE SKILLS DESIRED TO ACHIEVE HIS OBJECTIVES STATED ABOVE:

	DATE COORDINATED	DATE STARTED	DATE COMPLETED
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

OTHERS: ____

TRAINING SPONSOR's SIGNATURE ______________________
PARENTS' SIGNATURE ______________________
STUDENT's SIGNATURE ______________________
TEACHER-COORDINATOR's SIGNATURE ______________________
EVALUATION OF THE STUDENT BY THE TRAINING STATION SPONSOR:

PLEASE LIST GENERAL COMMMENTS THAT INDICATE THE STUDENT's STRONG AND WEAK POINTS AND WHERE IMPROVEMENT IS NEEDED ACCORDING TO YOUR OBSERVATIONS. THIS WILL ENABLE THE SCHOOL TO DEVELOP ADDITIONAL EDUCATION IN THE STUDENT's RELATED CLASS.

1st - 9 weeks ______________________
2nd - 9 weeks ______________________
3rd - 9 weeks ______________________
4th - 9 weeks ______________________

ADDITIONAL COMMENTS:

STANDARDS IN STUDENT SELECTION

Probably one of the most important single factors in the establishment and operation of an effective Cooperative Occupational Education program lies in the proper selection and placement of student learners. There are many reasons why this is true.

The first, and probably a very important reason, is meeting the needs of the student. The second reason for careful student selection is to meet the needs of the local community. Also, another reason that care must be taken in student selection is the development of good school, community relations. Every student who goes from the school to a job in a community is an ambassador for the school whether it is realized or not. The attitude of a student in a community is in some measure applied to the whole school.

You can best serve the school by having in the COE program students who will represent the school well to business people of the community, however, this does not mean that a student must make high grades in every subject to take COE. It does imply setting up certain personal standards that students shall meet and determining selection on the basis of such standards. In addition, it is your responsibility to help those students you interview who cannot meet the standards to find courses of study which will train them for another field. This is known as counseling out.

There are many factors which must be considered the selection of student-learners. Each of these must be weighed carefully by the coordinator in making his final selection of students.

The following is a listing of these factors and their relationships to the problem of student selection.

1. INTEREST - It is a well known fact that a person learns best and is most successful in that which he is most interested. This is one of the more important aspects to be considered. It is so important that it might, in some cases, overcome or outweigh some other point in which the student is weak.

2. APTITUDES - Certain occupations require special aptitudes or abilities on the part of the worker to such an extent that the worker could not be successful in these occupations if he did not possess these aptitudes or abilities. These aptitudes may be either manipulative or mental, depending on the occupation. Lack of these abilities should eliminate a learner from these occupations.

3. ABILITY TO LEARN - This factor is required in varying amounts by different occupations. While mental ability is required in all occupations, care must be taken to assure that the student is not entering an occupation which is beyond his grasp. On the other hand, it is just as important not to place a student on a job that requires much less than that of which he is capable. Either of the two situations would result in an unhappy frustrated worker.

4. PERSONALITY - Statistics show that a large percentage of the people who lose their jobs are unsuccessful not because of incompetence on the job, but because of their inability to adjust themselves to the working situation and their associates. If we accept this, then the personality traits of the prospective student become of prime importance.

5. HEALTH STATUS - The coordinator owes to the prospective student and prospective employer, a consideration of the student's health and the physical requirements of the job. This applies to both the physical make-up of the student and his general health.

6. PAST ACHIEVEMENT - What a person had done in the past, while it is not a definite forecast, is at least an indication of what he will do in the future. This would indicate both good and bad traits in a student. The student might be biased toward that occupation due to that experience.

7. FAMILY BACKGROUND - A person's family background is an important point to consider because a person's family is an integral part of his total makeup. It has a great bearing on his attitudes, interests, desires, ambitions, and his total philosophy of life.

The coordinator should use any method at his command for determining these factors about the prospective student. One of the most widely accepted means of determining the aptitudes, interests, mental abilities, and personality traits is the use of standardized tests. These tests should be carefully selected and administered, and they should be properly interpreted by a competent examiner. The guidance personnel in a majority of the schools are in an excellent position to be of tremendous help to the COE coordinator in helping to select students to enter the COE program. These tests, though good, are not the only means by which the coordinator should judge the characteristics of the student-learner.

Before the spring registration, the student who wants to be in the program will indicate this on his schedule. The guidance department and coordinator should explain to these students the operation of the program. Then, the student should be given the opportunity to fill out an application form. The coordinator should interview each prospective student individually. After the interview proves satisfactory to the coordinator, he and the guidance department, or other administrative personnel, should make the tentative selection for the program.

The step-by-step procedure for selecting a student for the program will vary with the situation and the coordinator's ideas, but the procedure should follow a logical sequence to be sure that everything has been done.

The coordinator must then determine definitely whether or not the student's needs can be served by his entering the COE program.

This would consist of locating a training station and collecting material for the necessary individual instruction when a training program has been set up by the employer. The student should be sent for an interview with the employer. This may be done by sending more than one student giving an opportunity to the employer to select the student he wants. Care must be taken to make certain that the employer has chosen the student and that the student feels that he was chosen by the employer.

It is extremely important in the selection of the students for the COE program to have a working arrangement with the guidance department so that the coordinator and guidance personnel work as a team in selecting students who can profit most by entering a COE program.

TO COUNSEL OUT

If a student's grades are too low for him to be able to keep up an average school record while doing store work; if student has poor health or if you feel that the student will not be employable, obviously the COE course would be detrimental rather than helpful to him. It is then your duty to counsel him out. Make an appointment with the student for an interview. Look up his record and go over the information before the interview. Find out what he likes to do. Try to carry out the following suggestions during the interviews:

1. Be friendly and courteous. Ask the student to be seated and thank him for coming in or for being on time.

2. Mention the success the student has had in classwork, sports, dramatics, leadership, dress, etc., almost everyone has had a fair grade in some one subject or has shown an interest in some one activity.

3. Point out that people usually succeed in the things they like to do and like to do the things in which they are a success.

4. Tell the student that the COE class would limit the time he could spend on what he likes and suggest an alternate course, which will help the student.

5. Thank the student for coming in to see you and invite him to come back.

RECRUITING

Your promotion should be enthusiastic but planned to fit into the daily school schedule with dignity. Publicity should have news value and not just information about the class. However, too much publicity may be resented by other faculty members. Students may write up interesting events of the class for the school year. The class not the teacher should get the publicity. The campaign should be spread out over the whole year and not appear suddenly at the beginning or end of the year. It should be adapted to each school and varied to meet different conditions.

The plans to be followed in familiarizing prospective students with the occupational possibilities open to those with aptitudes for selling and store management occupations should include those followed in reaching individual students. The general facts with regard to the desirability of high school students preparing for retail selling and store service positions should be put before all the students. The students to whom store work would appeal should be stimulated to consider enrolling in a retail selling course. One or more of the following plans may be used to reach large groups of students.

1. Talks before school assemblies or to large groups of pupils by:
   Merchants or businessmen, including sales mangers.
   Store officials, especially store owners and managers or others in charge of employment and training.
   Former high school students now employed in stores or engaged in selling.
   Guidance, placement, business or vocational education teachers on school staffs.
   Teachers of retail selling.
   Store or federal vocational education leaders.

2. Printed publicity
   Articles in school papers
   Articles in local newspapers
   Materials posted upon school bulletin boards.

3. Information in vocational guidance classes upon selling and COE occupations.

It is a good idea to spearhead individual interviews with other activities that will create interest in the program and give the school a better understanding of how it operates. A well-planned promotion, started early enough in the spring can make a big difference in the size of your program and the standards you set.

The following suggestions are offered as a means of helping you plan and stage such a promotion. However, you should first explain the plan to your principal and guidance director in order to have their approval to go ahead.

Ask COE students to talk to their friends and encourage them to enroll.

Prepare posters and displays with COE theme to use around school. These should be used during the entire promotion.

Talk to each sophomore and junior homeroom, explaining about the program and the interviews to be held later. The information given should be factual. It should be a matter of selecting the students who need and want the class and can profit by the training.

Hold a "guest day" on which students can bring a guest who might be interested in retailing.

Get a list of students who are already working in stores but who are not part-time trainees. Call a meeting and tell them about the class or have personal interviews with part of them.

Ask the guidance instructor in the high school to cooperate. If your school gives aptitude or interest tests, the results of those tests frequently will give you a list of students whom you can profitably interview for the retail class. Guidance people will invariably cooperate.

With the instructor's approval, check rolls of basic courses for students you consider qualified for COE. Check fall and spring part-time training class rools for students who expressed an interest in Christmas or Easter employment. Make a record on 3x5 cards of all those students who in the analysis referred to above might be potential COE'rs. On the small card, record data concerned credits, age, homeroom number, etc. After you have completed the analysis, make an appointment with the guidance counselor in the school, if there is one, or with your high school principal. Ask him to go over with you the information on the small cards, indicating which students he knows are not desirable candidates for the class.

An excellent way to build a class is to plan and schedule a COE sponsored assembly program for the entire student body. Businesses can cooperate by encouraging students who come to them for part-time jobs to take part-time cooperative training. Students will be interested in talks by store executives. A special occupational day may be set apart for the discussion of occupations. Speakers representing businesses may be invited to meet with the students who have expressed an interest and to consider these vocations, their advantages and disadvantages with them.

Show movies and slides to students and lay groups.

Explain to the parents about the program at PTA or other community meetings.

INTERVIEW PROCEDURE

In the interview you should give information and get information that will help you in judging the student's fitness for the COE program and make a friend for COE whether the student decides to enter the program or not. These interviews take careful planning and execution to produce desirable results, therefore, the techniques involved are numerous.

The success of the interviews will depend largely upon the effectiveness of your preparation. This will involve analyzing student records to obtain background information for interviewing, scheduling the interviews and setting up the needed physical arrangements. It is a must to study the applicant's application for admittance.

A. ANALYZE STUDENT RECORDS -
Arrange time to go through and study the information on permanent record cards for students in next year's junior and senior classes. On that card you will find a list of courses completed and courses taken during the current year. From this you will be able to determine if a student has room for a COE elective, should such training be advisable and suitable for him. Verify the number of credits required for graduation in your high school and find out the required subjects for graduation.

B. SCHEDULE INTERVIEWS -
Note which students would like to enroll and reasons why students are not interested in COE Group cards by homeroom numbers and see the homeroom teacher about interviewing. Arrange for a certain number of interviews with students in an appointed place each day, until all prospective students have been interviewed. Schedule interviews during homeroom period, study halls, activity periods and after school. Summarize number of interviews you hold each week and indicate the accumulative number of prospective students on your weekly calendar.

C. MAKE NECESSARY PHYSICAL ARRANGEMENTS -
Find a quiet, private location so that you can talk to the student without disturbances. Use your own office, if you have one. Arrange for a table and chairs for interviewing. Obtain a supply of 3x5 cards to use in recording information about each student. Emphasize with those you know are good prospects that they should sign up for COE when registration begins.

Some students show little interest in their academic work but do an excellent job in part-time work. Try to find out if the student wants to take COE merely because he thinks it is an easy course or because he needs the credit, or wants to earn money, or because he is sincerely interested in the training and experience. Investigate references of any past employment.

Explain the program fully, covering the following points:

Nature of work-training program and its advantages.

One hour COE class period per day or other scheduling techniques.

Subjects covered in the classroom.

Aid in placement on the job.

Supervision on job by store sponsor.

Some highlights of year's training.

Possibility of part and full time employment during summer months with preference given to students enrolled in COE for next school sessions.

Pre-training for students taking summer jobs.

CAUTION:

Never say to a student, "You can't take COE" or "You are not eligible," or "I don't want you in the course." This will make an over aggressive student demand that you put him in the class. In extreme instances, point out that you will send him for interviews and if he gets the job, he may take the course. Go over the problem with the merchant before the student reports for an interview.

STUDENT'S ENTRY BLANK FOR APPLICATION INTO COE PROGRAM

(Read carefully before filling out)

Junior__________________ PICTURE
Senior__________________

____
First Occupational Choice

____
Other Occupational Choice

Name____ Phone No.____________
Address______________________________ Date of Application____________
Date of Birth__________ Age__________ Weight_____ Height____________
Home Room Teacher________________________ Home Room No.____________
Parent or Guardian_______________________ Occupation____________
Where Father Works____________________ Where Mother Works____________
State condition of your health________________________________
Explain any physical weakness________________________________

Present High School Schedule   Did you fail any subjects last year? Yes__ No___

Per.	Subject	Teacher	Rm
1			
2			
3			
4			
5			
6			

What is your main outdoor hobby?

What classes in school do you enjoy most?

Are you certain of going to college after graduation? Yes No

Do you have the money available to go to college? Yes No

How many times were you absent last year?______________ Tardy?____________
How do you consider your record as a student? Good______ Average__________ Poor__________
Why do you want to enter this part-time program (Write answer on reverse)
Have you discussed this occupation with your parents? Yes No
What did they say?____
Where have you worked?____________________________________
Doing what?____

(give references. Only one may be a teacher.)

Name	Address	Phone	Business or Occupation
1.			
2.			
3.			

NOT TO BE FILLED IN BY APPLICANT

	Good	Average	Poor
Attendance			
Scholarship			
Character			
Personality			
Appearance			
Intelligence			

Present credits
Date of interview
Coordinator's rating
1 2 3 4
Faculty recommendation

Read carefully before filling out

SENIOR________
OR
JUNIOR________

____
First occupational choice

____
Other occupational choice

Name____ Phone________
Address______________________________ Date of application__________
Date of birth____________________ Age________ Weight________ Height______
Parent or guardian_________________________ Occupation______________
Where Father works___________________ Where Mother works______________
State condition of your health____
Explain any physical weakness____
____
Did you fail in any subjects last year?___________ What_______________
What is your main out-of-school hobby?________________________________
What school classes do you enjoy most?________________________________
Are you certain of going to college after graduation? Yes_______ No_________
Do you have the money available to go to college? Yes__________ No_________
How many times were you absent last year?______________ Tardy?__________
How do you consider your record as a student? Good___ Average______ Poor______
Why do you want to enter this part-time program?______________________
Have you discussed this occupation with your parents? Yes_______ No_________
What did they say?____
Where have you worked?____
____
Doing what?____
____

Give references--only ONE of which may be a teacher

Name	Address	Phone	Business

JOB INFORMATION

Are you presently employed? Yes____ No_______ Where____________________
If employed, list the hours per week worked, wages per hour, and wages earned for a month:____
____
If unemployed, list the type of job you would like to have, and the hours you could spend per week working:____
____

It is understood that if you change jobs, receive a raise in pay, or have any other change of job status, you will notify the coordinator of COE of these changes without delay.

COOPERATIVE EDUCATION
EMPLOYMENT INFORMATION

NAME ______________________________

ADDRESS ______________________________

PHONE ______________________________

I wish to apply for job training credit. YES ____ NO ____

I am presently enrolled in the following courses (Mark as many as apply)

________ Office practice
________ Distributive Education
________ Cooperative Occupations
________ Agriculture
________ Home Economics
________ Auto Mechanics

Do your grades and credits enable you to be released from school for work
YES ____ NO ____

If yes, what two periods could you be released 1--2--3--4--5--6--

How many hours during the week could you work ______________ (total)

Presently working YES ____ NO ____ If yes, Where--address ______________

Name of supervisor ____________________ Length of time employed __________

Type of position if not employed

1st choice ____________________
2nd choice ____________________
3rd choice ____________________

Student Signature ______________________

DO NOT WRITE BELOW THIS LINE

Job assignment

1st nine weeks ____________________ Grade ______________________
2nd nine weeks ____________________ Grade ______________________
3rd nine weeks ____________________ Grade ______________________
4th nine weeks ____________________ Grade ______________________

Comments:

PARENTS' PERMIT FOR STUDENT ENTERING THE PROGRAM

Date ______________________________

We wish to make application for ____________________________ (student) to participate in the Cooperative Occupational Education Program. He/she has out consent to enter the program and it is our desire that he/she shall abide by the regulations governing the training and employment.

Signature __________________________
Parent or Guardian

Signature __________________________
Parent or Guardian

WITHDRAWAL FROM THE PROGRAM

If for any reason a trainee must withdraw from the program, he must first notify the coordinator. He will then notify the training station, giving enough notice so that a replacement may be made. After the trainee has checked out of the program, he must attend to the customary procedure of the school.

RECOMMENDATIONS OF OTHER TEACHERS

Before a student is approved for transfer from the full-time school program, a rating card is sent to all his current teachers. Their recommendations are carefully examined to determine whether or not the student would fit into the part-time cooperative program. The Recommendation Blank below is typical of the ones filled out by the student's current teachers.

______________________________Public Schools

COOPERATIVE OCCUPATIONAL EDUCATION TRAINING PROGRAM
TEACHER RATING OF APPLICANTS

Teacher
How would you rate as to the following: (Use reverse side of sheet for remarks.)

	Superior	Good	Average	Fair	Poor
1. Dependability					
2. Attitude					
3. Industry					
4. Cooperation					
5. Self-control					
6. Attendance					
7. Taking criticism					
8. Appearance					

Date______________ Teacher____________________

Please return to:________________________________

STUDENT AGREEMENT

THE COOPERATIVE EDUCATION PROGRAMS

Conditions for participating in the high school Work Experience Program, I therefore agree:

A. To be regular in attendance on the job.

B. To be on time on the job.

C. To notify my employer as soon as I know that I will be absent from work.

D. If I am absent from school, I must also be absent from work on that day.

E. To carry out my experience on the job in such a manner that I will reflect credit upon myself and upon the high school Work Experience Programs.

F. To perform all duties in a commendable manner.

G. To accept counseling and guidance from the teacher-coordinator as an aid to personal improvement.

H. To keep the teacher-coordinator informed of my job status at all times, i.e. layoffs, job problems, dismissal.

I. To contact teacher-coordinator before terminating employment.

J. To ask my employer in advance for any time off from my job.

K. To keep an accurate and neat time and wage sheet to be turned into the teacher-coordinator upon request.

L. To abide by all school and employer rules and regulations.

M. To know that if I am removed from the program due to failure either in the class instruction or job training that I will receive a failing grade for the program and will lose both credits.

Date________________________________ School Year 19___ - 19_____

Signature____

WAGE & HOUR REPORT

Name____________________ Month____________ Year________

Employed at____________________ Type of Work____________________

Company Address____________________ Home____________________

Company Phone________________ Home________________ Other________

Immediate Supervisor____

List hours worked and wages earned on following dates:

	Hours	Total Hours	Earned	Total Earned		Hours	Total Hours	Earned	Total Earned
1.					16.				
2.					17.				
3.					18.				
4.					19.				
5.					20.				
6.					21.				
7.					22.				
8.					23.				
9.					24.				
10.					25.				
11.					26.				
12.					27.				
13.					28.				
14.					29.				
15.					30.				
					31.				

Rate of Pay____________ Per. Hr._______ Per Day________ Per Week__________

STUDENT'S WORK RECORD

Assignment____ Date________________

Department Manager____

Work Directed by____

WORK DONE WHILE IN THE DEPARTMENT:

POINTS TO REMEMBER:

COMMENTS:

COE
JOB ANALYSIS

Total Hours________ Hourly Wage_______ Total Gross Wage Last Week $___________

1. What were your responsibilities or duties on the job last week? Approximate Time?

2. What new knowledge or skill did you learn on the job? Describe.

3. What have you learned in class that you have applied or observed on the job, either from study or discussion?

4. What difficulty occurred or what mistakes did you make on the job? What did you do to correct it?

5. What skill or question could you use help on in performing your job better?

6. What interesting or challenging relationship did you have this week with a fellow worker, customer, or sponsor? Explain.

7. Additional Comments:

COOPERATIVE EDUCATION
JOB ANALYSIS

Please prepare a written report covering the work you have done in office practice. It should include the following points:

1. Period of time covered. (9 weeks) 1___2___3___4___

2. Name of employer

3. Type of work--general outlining of your duties.

4. New things you have learned.

5. Qualities and skills you think are necessary for success on the job.

6. Problems encountered.

7. The way you used any spare time you may have had on the job.

8. Points that you think should have been included in our regular classes.

9. Your opinion of the work experience program, including any recommendations you have for improving it.

This report is to be prepared at the end of each 9-week period. It should be quite complete as it is upon it and your employer's rating sheet that your grade and credits for this course are determined.

Any termination or change of employment must be reported to the coordinator immediately or will result in loss of grade and credit.

Date______________________________

Student Signature________________
Address__________________________
Phone____________________________

STUDENT EVALUATION OF TRAINING STATIONS

Training Station____________________ Student__________________________

Please rate your training station fairly and honestly. Your rating will be confidential.

EVALUATION	EXCELLENT	GOOD	FAIR	POOR
Communications between employers, supervisors and employees.				
Fairness to employee.				
Willingness to train employee.				
Patience of employer or supervisor				
Safety policies				
Benefits to employees				
Pay				
Facilities				
Hazards				
Hours				
Time Off				
Over-all Evaluation				

RATING SHEET

Will you please complete the following and return within five days.

TRAINEE____Date_______________

What can the student do to help himself improve?__________________________

____

What can the school do to help the student improve?_______________________

____

Do you have any suggestions as to how the cooperative part-time program may be improved?____

____

____

	Excellent	Very Good	Good	Fair	Poor
Appearance					
Grooming					
Poise					
Courtesy					
Attitudes					
Initiative					
Enthusiasm					
Interest					
Tact					
Responsibility					
Mental Alertness					
Cooperation					
With co-workers					
With supervisors					
With customers					
Industry					
Accuracy					
Speed					
Production					

RETURN TO:

Training Agency:____________________

Rated by:_________________________

Position:_________________________

Name ______________________________ Date Assigned ______________

Training Firm ________________________ Date Due ________________

"Know Thyself"

To the COE trainee: As a student-learner you want to know "What's par for the course" and whether you are measuring up to the expectations of your employer. Not everyone is willing to admit it, but everyone wants to know how he is doing. Completion of this rating sheet will be assigned when your teacher decides on the rating period. Your teacher may want you to rate yourself or may ask your training station supervisor to do it. In either case, study the rating sheet carefully because it covers the essentials expected of every worker. Check carefully also the five subpoints under each category - remember you can be strong overall but still need improvement in one or more phases of your development. You can use this rating sheet also as a guide to improving yourself from week to week.

Directions to the person doing the rating--the trainee or his supervisor:

1. Note that each rating is defined in terms of several traits or characteristics that the trainee should exhibit.
2. Rate each trait in accordance with the standards that regular employees must meet.
3. Give an overall rating in each area by circling the word which best describes the employee's performance: Example: Average. Then indicate the number of any particular subpoint in which the trainee needs improvement: Example: 12345

A. PUNCTUALITY..................To mean: 1. arriving at work on time, 2. completing work by the deadline, 3. returning from breaks and lunch on time, 4. arranging for lateness or time off in advance, and 5. giving the impression of alertness and "being all there".

Superior Above Average Average Below Average Poor Needs help in: 12345

B. HUMAN RELATIONS..............To mean: 1. cooperates with supervisors and accepts suggestions, 2. courteous and friendly manner, but not "too friendly", 3. controls his emotions for the best interest of all, 4. does not cause dissensions and 5. responds to the best in others.

Superior Above Average Average Below Average Poor Needs help in: 12345

C. ATTITUDES TOWARD WORK.........to mean: 1. looks for ways to improve, 2. is a real "hustler", 3. does not have to be told what to do next, 4. is inquisitive, 5. is enthusiastic, not cool, about his work.

Superior Above Average Average Below Average Poor Needs help in: 12345

D. PERSONAL APPEARANCE...........to mean: 1. Dresses according to the rules, 2. grooming is above reproach, 3. never gives the impression he needs more sleep 4. speaks well and shows good choice of words, 5. presents a businesslike appearance.

Superior Above Average Average Below Average Poor Needs help in: 12345

E. WORKMANSHIP...................to mean: 1. budget his time carefully, 2. shows thoroughness in his work, 3. feel that even routine jobs are important, 4. is accurate and careful, giving attention to details, 5. gets the job done in a minimum amount of time.

Superior Above Average Average Below Average Poor Needs help in: 12345

F. IMPROVEMENT IN SKILL..........to mean: 1. is able to think for himself without excessive supervision, 2. does not have the attitude that he is perfect, 3. recognizes the value of the training opportunity offered him, 4. has gained satisfactory speed and accuracy on his job, 5. has achieved businesslike habits.

Superior Above Average Average Below Average Poor Needs help in: 12345

If this student were available for full-time employment, would you on the basis of your experience with him (check one):

______1. Try by all means to hire him?

______2. Hire him if he applied?

______3. Employ him if no one else were available?

______4. Refuse to employ him in the firm?

General comments concerning bright spots or deficiencies:________________

____

____

____

Firm Name____

Name of Rater____________________________Date of Rating________________

DATE March 1, 1967

Progress report of John B. Jones (Student) in Batesville Hardware (Training Agency)

Directions: Read over each line carefully. Place a check mark over phrase which describes the student most accurately. Make only one mark on each line, and be sure to mark every line.

		x		
1.	1 1 1	1 1 1 1	1 1 1 1	1 1 1
	Makes an excellent appearance.	Usually neat and appropriate in appearance.	Sometimes neglects appearance.	Should improve appearance.
			x	
2.	1 1 1	1 1 1 1	1 1 1 1	1 1 1
	Personality is outstanding.	Has a pleasing personality.	Personality is unimpressive	Does not get along well with others.
	x		AT Times	
3.	1 1 1	1 1 1 1	1 1 1 1	1 1
	Unusually enthusiastic about work.	Shows interest in work most of time.	Interested only in certain phases of job.	Should show more interest in work.
			x	
4.	1 1 1	1 1 1 1	1 1 1 1	1 1 1
	Goes out of way to cooperate.	Is usually cooperative	Helps only when asked.	Does not work well with others.
		x		
5.	1 1 1	1 1 1 1	1 1 1 1	1 1 1
	Reliable in following directions.	Usually follows directions well.	Sometimes careless in following directions.	Cannot always be relied upon to follow directions.
		x		
6.	1 1 1	1 1 1 1	1 1 1 1	1 1 1
	Recognizes work to be done and does it without direction.	Sometimes goes ahead in work not assigned.	Performs regular routine duties only.	Seldom seeks work beyond regular routine duties.
		x		
7.	1 1 1	1 1 1 1	1 1 1 1	1 1 1
	Wise in actions and in making decisions.	Usually shows sound judgment.	Sometimes shows lack of judgment or discretion.	Lacks ability to make sound decisions.
		x		
8.	1 1 1	1 1 1 1	1 1 1 1	1 1 1
	Has perfect attendance.	Occasionally absent but with good excuse and advance notification.	Occasionally absent without good excuse or notification.	Frequently absent.

x

9. 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Always on time.	Occasionally late but with good excuse.	Occasionally late without good excuse.	Frequently late.

x

10. 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Is outstanding in production.	Exceeds average production.	Is average in production	Should produce better.

Consider quantity and quality in checking production above.

Indicate percentage of time in:

Sales 80% Stock Work 20% Other none (Explain)

Comment on instances where performance is particularly high or low:

Johnny has improved considerably over the past two months. His ability to meet new customers is improved and we have great hopes for the Easter season.

Comment on ways in which the student can show improvement:

Needs to be more cooperative and outgoing - to get along with fellow workers and customers. Be a little more aggressive.

3,5,6,7,8,9

How does performance compare with last rating? Improvement in lines Sales - meeting people

Loss in lines none The same in lines 1,2,4,10

Rated by Sam H. Duncan Dept. Hardware Position Owner, Manager

STUDENT RATING SHEET

TO ______________________ (FIRM'S NAME) SCHOOL ______________________ DATE ____________

NAME ______________________ (STUDENT) ADDRESS ______________________ RATING AVERAGE ________

1. Personality (consider mannerisms, appearance, general impression)	Unsatis-factory ( )	Average ( )	Good ( )	Exceptional ( )
2. Ability to Learn (Consider quickness to learn and retain new methods, ideas, and directions, capacity to think.)	Dull ( )	Average ( )	With Ease ( )	Exceptional ( )
3. Quanity of Work (Consider amount of work accomplished and speed of doing it.)	Very Low output ( )	Average ( )	High Output ( )	Very High Output ( )
4. Quality of Work (Consider amount of works, accuracy and thoroughness)	Many Errors ( )	Passable ( )	Good Quality( )	Very High Quality ( )
5. Dependability (Consider reliability, willingness, consistent, industry)	Unreliable( )	Reliable ( )	Trust-Worthy ( )	Absolutely Dependable ( )
6. Judgment and Common Sense (Consider ability to reach sound decisions, to handle unusual situations, forsight, fairmindedness)	Lacking ( )	Fair ( )	Good ( )	Sound ( )
7. Initiative (Consider ability to see things to do, resourcefulness, aggressiveness)	Needs constant Supervision( )	Fairly Progressive ( )		Resourceful ( )
8. Cooperativeness (Consider ability to get along with people in various capacities, willingness, loyality)	Obstructive( )	Indifferent ( )		Cooperative ( ) Highly Cooperative ( )
9. Other Traits	Poor ( )	Good ( )		Very Good ( )

SUPERVISOR ______________________

RELATED CLASS - CURRICULUM GUIDE

Suggested areas to be covered:

I. ORIENTATION

Get acquainted
Course explanation
Rules, regulations, and policies for student
Student responsibilities
Advantages and disadvantages of being in COE program
Youth activities
Student relations to training stations

(list resource materials, a-v materials, techniques)

II. OCCUPATION EXPLORATION

Opportunities--vertically and laterally
Cluster classification
Aptitudes and interest toward career objective
Occupational trends
Dignity of work

III. JOB APPLICATION & INTERVIEW

Personal resume
Application forms
Letters of application
Employment leads
Appearance
Interview preparation and techniques
Interview follow-up

IV. PERSONAL DEVELOPMENT

Appearance
Speech
Attitudes
Personal Hygiene
Grooming
Manners
Personality Inventory
Responsibility Development

V. HUMAN RELATIONS

Employer-employee relations
Co-worker relations
Labor unions
Labor regulations

Public relations
Ethics
Labor economics
Family relations
Social and civic responsibilities
Human needs and wants

VI. PRACTICAL AND CONSUMER ECONOMICS

GNP
Wages and prices
Supply and demand
Free-enterprise system and comparative economic systems
Competition
Money, credit, and banking
Profit
Government regulations
Budgeting
Product and service information
Inflation
Insurance
Taxes
Investments
Production, marketing, consumption

VII. COMMUNICATIONS

Line and staff organization
Public speaking
Art of listening
Verbal
Visual
Written
Systems (telephone, radio, TV, news media)
Delegation of authroity and chain of command
Gesture

VIII. LEADERSHIP

Youth activities
Parliamentary procedure
Problem-solving techniques
Decision-making
Accepting responsibility and delegating authority
Building self-confidence
Types and techniques of leadership

X. MEETING INDIVIDUAL NEEDS

Projects related to individual needs
Programmed materials
Student conferences
Exchange of job experiences

PROJECTS

Projects may be, through design or usage, total class efforts, small group activity, or an individual task. The elements described here would seem to be essential to any project regardless of the number of persons who will carry it out. Some aspects of the project may become more complex with group or total class involvement thus necessitating more detail and time from the teacher. The seven essential elements are described and a summary sheet is attached.

Descriptive Title. The name given to a project should provide some insight into what it is all about and also provide some stimulation to the student. The cold sterile caption, "Selling - Project 19", will go over with students and with most teachers like week old fish. The project may be coded to facilitate filing and retrieval but the title, like an advertising headline, should tell a good story.

Objective or Purpose. The teacher may have different objectives in mind even when using the same project with two different students. Because of this, specific objectives of a project may not appear on the project document itself. The establishment of objectives would come through a teacher-student conference on needs and interest of the student. This step must be done carefully for all that follows depends on the wisdom of the decision made in this planning conference. When the teacher and student have agree on what the purpose of the project activity is going to be, it should be recorded by both the student and the teacher--perhaps on a project planning record rather than on the project document. The rationale, which should be on the project, and the project activity, should be written in sufficient detail so that certain purpose and possible outcomes are apparent by just reading the project document.

Nature and Scope. Every project should have a preliminary statement that "sets the stage" or gives a rationale for the activity that is to follow. This preliminary statement should provide sufficient detail so that the nature of learning can be determined (cognitive, affective, or psychomotor) and so that the level of the main activity is known (facts, processes, etc.). It may be that the code mentioned earlier will contain this information, but even so the project document should contain an introductory statement that would be meaningful to any person who might have reason to read or use it.

Materials, Equipment, and Resources. This element could be provided to the point of useless boredom. It is my feeling that those things normally expected in a reasonably well equipped high school distributive education laboratory need not be listed time after time. This element should contain those rather special or unique items which may not be present or available for the student. for example, microscope, closed circuit television, miniature model store, or a community resource such as Better Business Bureau. Any items which may be needed in more than what would be the usual supply should be listed. Resources which may be available but would take considerable lead time should be mentioned.

Pre-Project Preparation. In an on-going program using the project training each student will be continuously working through a sequence of activities which are periodically reviewed and adjusted according to need. Because of this, one may think that pre-project preparation would be accomplished by successful completion of a previous project. Such is not the case. Each student will have a unique sequence of work; thus every new project should be viewed as requiring some pre-project preparation. There should be on the project document a statement of what readings, facts, competencies, and supporting information the student should have before commencing the project. The inclusion of this element will help the teacher avoid assignment of projects requiring backgrounds not possessed by the student.

Step by Step Description. Some projects are designed with the philosophy of "let it be a challenge to you." Such projects, after an introductory description, conclude with a statement, "when you have completed this, have your instructor check it." Preparation of projects in this manner abdicate the key role that the project should play in developing learning within the student. The student needs to be guided, sometimes very specifically, other times more generally; but guided he must be. The step by step description of what is to be done is the real guts of a project. It is this portion that develops the skills, understandings, and attitudes within the student. It is this portion that gives the direction and guidance to the student in the absence of the teachers. Without step by step directions to guide the student, the project runs the risk of generating a major misdirection of student learning. Through step by step guidelines the student will know when he is to check progress with the teacher. He will know the sequence in which the work is to be done. He will know how he is progressing in light of the total activity to be performed. The importance of corrective information to effective learning has been stressed. Through carefully planned step by step descriptions appropriate check points for possible corrective information can be built into the project.

Evaluation. The project document should contain a provision for an explanation of the process to be used in evaluation. Two types of evaluation should be carried out. The teacher should make an analytical evaluation of the project completed by the student. This would reveal the nature and degree of learnings accomplished. The student should make his own evaluation on the degree of learning he felt he had received and satisfaction the learning has given him in light of his occupational goal. The evaluation aspect of the project is somewhat akin to the objectives. The specific provisions for this element may not be found on the document, but the general provision for this should be at least outlined.

These various elements although all necessary are not of equal importance. The three key elements which should receive the greatest amount of concern in project development would be: (1) the purpose and objectives, (2) the step by step description, and (3) the evaluation phase. The fact that two of these three involve extra effort not specifically provided for on a project document should alert teacher educators to the importance of stressing these phases in teacher education classes. Because the detail on objectives and evaluation are not apt to be provided, they may get only minimal treatment in actual practice.

The following check-list provides a listing of each essential element to be contained within a project:

Descriptive Title

Gives area and nature of study.

Objective or Purpose

Rationale provided and project is in sufficient detail to suggest possible outcomes.

Nature and Scope

Nature of activity given, learning identified, and level of activity stated.

Materials, Equipment, and Resources

All special items listed and unusual usage of standard items given.

Pre-Project Preparation

Statement of readings, facts, competencies, and supporting information expected of student.

Step by Step Description

A step by step and phase by phase guide is given which assures the correct sequence for learning.

Evaluation

Provision for both teacher and student evaluation that will lead to next experience.

The projects were adapted from the 1967 National Workshop in Project Development for Distributive Education at the University of Wisconsin. Sample projects follow:

Studying, Applying, and Interpreting Occupational Information

OBJECTIVES:

1. To apply occupation information to your personal career plans.
2. To become familiar with the total aspects of the career area which you select for study.
3. To perceive ways by which you can and will meet the preparation requirements of the job.
4. To identify your short and long range goals for getting and holding a job in the career area.
5. To develop the ability to relate interview replies to your occupational study.

NATURE AND SCOPE:

You are to devote two weeks to the study of your chosen occupational area. Regular class periods will be used for this study, but interviewing will be done during after school hours.

You are expected to gain extensive knowledge of your chosen area of study, and you are to select one particular job for detailed study.

You are to contact five people who presently work in three levels of the occupation or occupational area. You are to make appointments with them for interviews, using identical written question forms for each person. Replies to your questions should be written in the space provided at the time the reply is given.

MATERIALS, EQUIPMENT, AND RESOURCES:

1. Occupational Outlook Handbook, U. S. Government Printing Office
2. Occupational Information forms (guide sheet)

3. Five people working in the occupation or occupational area
    a. Basic (Entry) job (short-range)
    b. Mid-level job
    c. Long-range
4. Career booklets
5. Dictionary of Occupational Titles
6. School Library (notify of project)

PRE-PROJECT PREPARATION:

Student will have a knowledge of the various job levels. If you do not, review your class notes for last Thursday and Friday. Review the notes given on interview procedures.

You have completed nearly a year's study of distribution which should give you an idea as to the career area you would like to investigate.

STEP BY STEP DESCRIPTION:

1. Refer to the Occupational Outlook Handbook, The Dictionary of Occupational Titles, Career Booklets (additional booklets can be located in the Guidance Departments). After having read the Occupational Information forms, look for information which will help you complete the forms.

2. Begin completing Occupational Information form.

3. Learn names, addresses, telephone numbers, and business locations of five people who work in the occupational area in which you are interested. Set up appointments for after school hours.

*4. Prepare written questions which you would like answered and discuss them with your teacher-coordinator.

*5. Make necessary revisions and write questions in final form. Write one set of questions for each person to be interviewed, leaving space for answers. Submit to teacher-coordinator.

* Indicates student-teacher conference

*6. Complete Occupational Information forms and submit to your teacher-coordinator.

7. Make any revisions and additions and resubmit to teacher-coordinator.

8. Teacher will return interview question forms and Occupational Information forms for your use.

9. Complete interviews.

*10. Prepare a written summary of your study as you relate them to your short-term and long-term occupational goals. The summary is to be given to your teacher during the last conference for this project.

EVALUATION:

Teacher

1. Accuracy of information and completeness and neatness of the Occupational Information form.

2. Completeness of answers on the interview question forms.

   a. Whether there is one completed form for two occupations

   b. Whether there are two completed forms for two occupations

3. Conference with teacher-coordinator as to accomplishment of your objectives.

4. Brief written summary

   a. Content

   b. Form

Student

1. Did your study help you make an occupational decision?

*Indicates student-teacher conference

2. Did you learn how to prepare for a particular job?

3. Did your study show you that you should investigate another job and/or occupational area?

4. How has your study been of benefit to you?

Educational Requirements for Employment Opportunities:

Expressed by Businessmen Through Personal Interviews

OBJECTIVES

(1) To develop an understanding of the importance of education in entering a distributive occupation as expressed by businessmen through personal interviews conducted by students.

(2) To develop an awareness and appreciation of the necessity for continuing education for advancement in a distributive occupation.

(3) To provide a basis for educational planning toward the student's occupational objective.

NATURE AND SCOPE

Without a doubt, education is a "must" for job entry and advancement in distributive occupations. Unless you, as a student, aren't aware of the educational requirements in your chosen occupational area, you will be "cheating" yourself out of a rewarding career in distribution and marketing. This study should assist you with your educational planning. You will be given the opportunity to discover educational requirements for your particular occupational objective through personal interview with businessmen in your occupational area.

MATERIALS, EQUIPMENT, AND RESOURCES:

(1) Mimeographed quantites of interview forms

(2) Clipboards or manilla folders

(3) Several telephone directories

(4) Reference materials concerning procedures and techniques of conducting a survey type interviews

PRE-PROJECT PREPARATION:

(1) Establishment of an occupation objective

(2) Knowledge of the various distributive businesses

(3) Knowledge of proper techniques of conducting a survey interview

(4) Skill in preparing letters for and contacting selected businessmen

STEP-BY-STEP PROCEDURE:

(1) Using local telephone directories, prepare a list of businesses according to occupational areas.

(2) Using your occupational goal, select businesses from the lists prepared in procedure number one. No one should select any business more than once.

(3) Prepare a letter of explanation, concerning the survey interview, to the selected businessmen will be the representatives of the various businesses in procedure number two..

(4) Following the preparation of the letter of explanation, have the teacher to approve your letters and then mail them.

(5) Through class discussion, prepare questions which should be used to develop the questionnaire that will be used in the survey interview (or discuss the sample interview included at the end of the step-by-step procedure.)

(6) Participate in role-playing situations of interviews illustrating the "right" way and the "wrong" way.

(7) Contact selected businessmen (in procedures number two and three) for appointments. Don't attempt to conduct an interview unless you have arranged a time and place approval from the businessman.

(8) Conduct survey interviews with selected businessmen in your occupational area.

(9) Following interviews, each student should be prepared to report their findings and experiences to the class, for class discussion.

(10) Students with identical occupational goals will compile data accumulated in the interviews.

(11) Findings from all the occupational areas will be combined into one report for duplication.

(12) Evaluate and draw conclusions concerning the project effectiveness and value, through class discussion.

EVALUATION:

Following student self-evaluation of the project and teacher observations, each student should review, with reference to the survey findings, their educational background and future planning in terms of their occupational objectives, making any necessary revisions.

Teacher should also evaluate the actual interviews by the students through contact with as many of the businessmen who cooperated as possible. Results of the data collected should be distributed for the cooperating businessmen for their evaluation. If errors existed during the interviews, the teacher should see this information as a teaching point for additional time spent in this area since this type of activity will probably be utilized at a future time.

Interview Form

Businessman ______________________ Student ____________________

Business _________________________ Occupational Objective __________

Type of Business ___________________

Location __________________________

(1). If a person applied for a job with your firm, with job(s) would you consider a person with a:

(a) grammar school education ________________

(b) high school education ________________

1. without specific training in your business __________
2. with specific training in your business ____________

(c) junior college graduate (two year)

1. without specific training in your business __________
2. with specific training in your business ____________

(d) college graduate (four year)

1. without specific training in your business __________
2. with specific training in your business ____________

(2) For a beginning employee in your firm, with the educational experience listed below, what would you set as the beginning salary if educational experience was the only criteria used? (Circle the approximate salary (weekly) you would pay this individual.)

a. grammar school education	(1) $40	(6) $90
	(2) 50	(7) 100
	(3) 60	(8) 110
	(4) 70	(9) 120
	(5) 80	(10) 130

b.	high school education	(1)	$40	(6)	$ 90
	without specific training	(2)	50	(7)	100
	in your business	(3)	60	(8)	110
		(4)	70	(9)	120
		(5)	80	(10)	130

c.	high school education	(1)	$40	(6)	$ 90
	with specific training	(2)	50	(7)	100
	in your business	(3)	60	(8)	110
		(4)	70	(9)	120
		(5)	80	(10)	130

d.	junior college graduate	(1)	$40	(6)	$ 90
	without specific training	(2)	50	(7)	100
	in your business	(3)	60	(8)	110
		(4)	70	(9)	120
		(5)	80	(10)	130

e.	junior college graduate	(1)	$40	(6)	$ 90
	with specific training	(2)	50	(7)	100
	in your business	(3)	60	(8)	110
		(4)	70	(9)	120
		(5)	80	(10)	130

f.	college graduate (four	(1)	$40	(6)	$ 90
	year) without specific	(2)	50	(7)	100
	training in your business	(3)	60	(8)	110
		(4)	70	(9)	120
		(5)	80	(10)	130

g.	college graduate (four				
	year) with specific train-				
	ing in your business	(1)	$40	(6)	$ 90
		(2)	50	(7)	100
		(3)	60	(8)	110
		(4)	70	(9)	120
		(5)	80	(10)	130

(3) If an applicant's grades were available for your investigation, would grades affect your decision concerning the hiring or advancement opportunities?

a. Yes______________________________

b. No______________________________

(4) If a high school graduate applied for employment with your store, what job(s) would you expect the following students to be capable of filling or would there be any differences in your mind?

a. "A" student____

b. "B" student ______________________________

c. "C" student ______________________________

d. "D" student ______________________________

e. "F" student ______________________________

f. Grades makes no difference ______________________________

(5) If three persons applied for employment with your business for the same job with the experience as listed below, which individual would you prefer if the information listed below is the only criteria used? (Rate the applicants from first choice to third choice or illustrate it makes no difference)

______________________ a. person with no "on-the-job" experience but not in your business area

______________________ b. person with "on-the-job" experience but not in your business area

______________________ c. person with "on-the-job" experience in your business area

______________________ [✓ d. no difference in decision making]

(6) If a high school student was pursuing a career in

(interviewing student place objective here) ______________________

What type and extent of education would you recommend?

____

____

____

(7) If a high school student was interested in pursuing a career in ______________________, what courses would you recommend he include in his high school education?

____

____

____

Selling Yourself In A Job Interview

OBJECTIVES

1. To develop skill in handling interview situations successfully that relate to your career objective.

2. To apply those knowledges concerning a successful job interview that have been learned in a study of the job interview.

3. To recognize that there will be all varieties of interviewers and to be ready for the various kinds.

NATURE AND SCOPE

The job interview provides the employer an opportunity to make a critical appraisal of your qualifications, appearance, and general fitness for his job opening. At the same time, it enables you to decide if the employer and the firm are of the type and caliber you want to work for.

The interview in class may be conducted directly after the study of a unit on the job interview or at the time you feel ready to go out into the community and apply for a job. Actually you may want to conduct an interview in class at both of these times. Your teacher will be acting out any or all of the following roles during the interview: salesclerk, receptionist, and manager or personnel director. You should know ahead of time what type of store you wish to interview with and pass this information on to your teacher so that he may prepare for the kinds of experiences and questions that he will want you to encounter. It is assumed that you will interview for a job related to your career objective. Your interview will be conducted with your class members present.

PRE-PROJECT PREPARATION

1. Completion of a unit on the job interview, including proper grooming and attire, the application blank, the resume, personality characteristics, and the actual conduct of the interview.

2. Career objectives have been selected.

MATERIALS AND EQUIPMENT NEEDED

1. Application blanks

2. Table and chair or counter top

STEP BY STEP PROCESS

1. On the day of the interview, you will find yourself in one of the following situations:
    a. You will approach a salesclerk to determine where the personnel office is. You will then approach the receptionist who will have you fill out an application blank. You will then be interviewed by the personnel director. (You may have been given an application blank to fill out ahead of time)

    b. You will approach a salesclerk in order to locate the manager and then you will approach the manager.

    c. You will approach a salesclerk only to find out that he is the boss. (He may be too busy to talk to you so you will have to come back later.)

2. You will be expected to have a completed resume with you to give to your interviewer, and also a completed application blank if the situation requires it.

3. The interviewer (teacher) may conduct the interview in any part of the classroom depending on the situation, so be flexible.

4. After the interview has been conducted, the class members may constructively praise or criticize you.

EVALUATION

1. Each class member will check a rating sheet on you.

2. The teacher will also fill out a rating sheet for you.

3. A letter grade will be determined from an average of these ratings with the teacher's rating carrying somewhat more weight than the students' ratings.

4. These rating sheets will be passed back to you.

NOTE

You may want to do this project two or three different times to polish your interview skills. Each time you will be rated so that you may see your rate of progress.

INSTRUCTION TO THE TEACHER

This project may allow for one to three interviews a day..very likely following directly the study of a unit on-the-job interview. Most important, however, this project should be available for any student at any time that he might feel a need for it. As for the conduct of the interview, the teacher should play all three roles mentioned since he would be most expect at asking questions and reacting to the interview. This will call upon ingenuity on your part in playing one or all three of these parts. Be prepared ahead of time with good questions to ask and experiences to put your interview through. You may want to get ideas for questions from the booklet Your First Interview which you may obtain from New York Life Insurance Company.

JOB INTERVIEW RATING SHEET

	Excellent	Very Good	Satis-factory	Poor	Comments
1. Was the applicant neatly groomed and appropriately attired?					
2. Was the applicant's greeting and introduction friendly and confidnet.					
3. During the interview, did the applicant display the following qualities:					
Confidence?					
Courtesy?					
Adequate knowledge about himself?					
Sincerity?					
Initiative?					
Pleasant Personality?					
Business-like attitude?					
4. Did the applicant's smile during the interview?					
5. Was the applicant's tone of voice varied and interesting?					
6. Did the applicant terminate the interview correctly?					
7. Was the applicant's resume perfectly done?					
8. Was the applicant's application blank filled out accurately?					

Self-Improvement Through Self-Evaluation

OBJECTIVES

1. To develop an awareness of skills, knowledges, attitudes, and personal qualities necessary in becoming a more employable person in the world of business.

2. To gain ability in conducting individual research evaluating those skills, knowledges, attitudes, and personal qualities you possess and determine strengths and weaknesses in which you need to improve, if you are to be successful either in your personal life or in the world of business.

3. To develop and activate a plan to correct those deficiencies for the fullest development of your individual abilities.

NATURE AND SCOPE

The following project is to be conducted individually be each student in order to provide them with a project in developing themselves to the highest potential. This unit is directly related to provide investigation and research in assisting the student to become a more employable person in the world of business. The students must be willing to cooperate with the project since the success of such a project is dependent entirely upon their participation. It should be pointed out to the students that it is a wise person who realizes his inadequacies and then attempts to correct them so that he might develop to the fullest extent of his individual abilities.

The nature of this project could be adapted to several learning situations which would assist the student in becoming a more employable person. The major point with this type of project is that it is entirely individual and one in which the individual student determines his course of action from his own evaluation. In most instances, the students will participate in the project enthusiastically since they are completely in control and designed by their evaluation in those areas in which they need improvement. As might be noted, the project could extend to any length. This project might be taught concurrent with a unit of instruction concerning "self-analysis" or "personality development."

MATERIALS, EQUIPMENT, AND RESOURCES

1. Reference materials for individual research including:

    a. Your Attitude Is Showing, Chapman, Elwood N., Science Research Associates, Inc., Chicago, Illinois, 1966
    b. Fitting Yourself For Business, MacGibbon, Fourth Edition, Gregg Division, McGraw-Hill Book Co., Dallas, Texas

c. How To Improve Your Personality, Newton, Third Edition, Gregg Division, McGraw-Hill Book Company, Dallas, Texas.

d. Personality and Human Relations, Sferra, Second Edition, Gregg Division, McGraw-Hill Book Company, Dallas, Texas.

e. Personal Qualities For Success In Distribution, Distributive Education Department, Division of Extension, University of Texas, Austin, Texas.

2. Pass-out Sheets Entitled:

   a. "Self-Inventory"
   b. "How To Get Along With People"
   c. "Personality Inventory"
   d. "What Price Personality"
   e. "How Do You Rate?"

3. Films entitled:

   a. By Jupiter
   b. Through The Mirror

   (Films are available through motion picture loan agencies for free or may be borrowed from: Mr. M.J. DeBenning, State Supervisor Vocational Distributive Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

PRE-PROJECT PREPARATION

1. Development of "Able Man Theory" through class discussions. (This theory is presented in the Texas materials in the instructional manual listed in the reference materials section, entitled, Personal Qualities For Success In Distribution).

2. Films shown followed by class discussion to set the stage for the project:

   a. Through The Mirror
   b. By Jupiter

STEP-BY-STEP PROCEDURE

1. Read the pass-out sheet entitled, "Areas In Which You Might Choose A Project," after careful consideration of the various area(s) of interest, develop a plan of action according to objectives you wish to accomplish with the assistance of this project. Develop these objectives into written form and present them to the teacher for approval, since you must be careful and not select too big a project or too wide an area of improvement. The teacher will also recommend various sources of information which will assist you in your research.

2. After your objectives have been approved, develop a plan of action by which you propose to accomplish your objectives. If desirable, have conferences with the teacher for assistance and explanation.

3. Begin work toward the accomplishment of your objectives through the plan of action desired and keep some sort of progress record for yourself. This record is for your benefit and will not be handed in or reviewed by the teacher unless you wish him to do so.

4. At various times, throughout the project, you will be asked to write a one paragraph "Progress Report" concerning your progress and accomplishments with your project.

5. When you think you have accomplished the objectives you set at the beginning of the project, then, prepare a summary of what you accomplished from the project. You should also include an evaluation of the project itself and its worth to you as an individual seeking improvement in your chosen occupational area and your personal life.

6. Following the completion of all the various individual projects, this project will be discussed in class for evaluation and sharing of information discovered in individual research.

EVALUATION

In the step-by-step procedure, the students method of evaluation has already been outlined. If a teacher persists on giving an academic grade to this project, it will be very frustrating since immediate goals will be hard to note and development of criteria as a means of grading will be almost impossible. This project will not be easily graded or evaluated in terms of a tangible grade. However, if the teacher is interested in intangilbe items, such as attitude development, habits, values, and concepts that have a bearing upon an individual's employability, then, such projects will prove rewarding and enlightening to all. It would be hoped that since there is no grade assigned to the project, the student will not attempt to fabricate the results. Of course, there will be a few students who will not carry through at all, will have their moment of truth when they must face up to the fact that they did not have the self-discipline to carry through with their project.

AREAS IN WHICH YOU MIGHT CHOOSE A PROJECT

As a Student, you are going to expect someone to pay for approximately 75,000 hours of your time. Over and above the regular skill courses that you are now taking or planning to take, what are you willing to do to make yourself a more employable person? What skills, knowledges, attitudes, personal qualities do you now possess that are worth a paycheck?

Think about yourself for a minute! What are your strengths and weaknesses, your good habits and bad ones, your unique talents or abilities, the areas in which you need to improve if you are to be successful in the world of business or in your personal life? Remember: what ever would make you a more employable person would also probably make you a more successful individual. Why not adopt an individual improvement plan for yourself? Not later, but now!

Areas in which you might choose a project

Skills.

Those not covered in the courses you are now taking, or those that need additional practice over and above your class and regular homework efforts.

Work and Personal Habits.

These overlap so frequently that we will consider them in a group. Find the one or ones you need to work on-- and don't bother to decide whether it is a work habit, a personal habit, or both. Just face up to it or them. Then get busy improving or eliminating such habits.

Are you a procrastinator? A completely disorganized person? A careless worker? A never-follow-through-on-time one? Too much of a perfectionist to ever accomplish much?

Are you messy? Do you quit when the task gets tedious? or auduous? Do you leave all the difficult jobs for somebody else? Do you cooperate? Do you put forth your best effort? Are you dependable?

Disposition.

Are you consistently cheerful? Pleasant? courteous? considerate of others? Can you accept adversity? disappointment? sorrow? Are you frequently moody? ill-tempered? sullen? Do you fly off the handle easily? Blame others? are you defensive? belligerent? fearful? petty? Are you optimistic? Do you try harder when the going gets tough?

Voice and Diction.

Do you use correct English? Is your speaking voice pleasant? Do you strive to improve your vocabulary? Do you use excessive slang? Do you talk too fast? slur your words? mumble? Does your voice sound like that of a poised person or like a shy person?

Grooming and Dress.

Are you always dressed in good taste for the occasion? Are your clothes clean, well-pressed, and neat? Is your hair style suitable for both the occasion and you? Is your make-up moderate? fingernails?

Cultural Development.

How many books, other than those assigned, have you read lately? How widely do you vary the selections if you do read unassigned books and periodicals? How many lectures, concerts, plays, recitals have you attended in the past three months? How many museums have you visited? How many conferences attended?

Posture.

Do you stand tall? Sit correctly? Walk gracefully?

There are several areas that have not been discussed in this material, therefore, don't think you have to limit yourself to just the areas listed on this pass-out sheet. Note: This project was adapted from an article that appeared in the Business Education Forum, February, 1967, entitled, "Through Individual Improvement Projects", Written by Helen Hinkson Green, Michigan State University, East Lansing, Michigan.

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Note: This project was adapted from an article that appeared in the Business Education Forum, February, 1967, entitled, "Through Individual Improvement Projects," Written by Helen Hinkson Green, Michigan State University, East Lansing, Michigan.

Developing a Letter of Application and a Personal Data Sheet to be Used in a "Mock" Job Interview

OBJECTIVES

1. To become familiar with the basic steps an individual must complete in order to secure a successful job interview.
2. To develop an understanding of the basic qualities employers look for in their employees.

NATURE AND SCOPE

You as a senior student in project COE will soon be applying for a job where you may pursue your career objective. To obtain this type of employment it will be necessary to do more than walk into a Personnel Director's office and say, "Here I am! When do I go to work?"

Instead you will have to sell yourself to your interviewer in terms of what you can do for them!

In this project you will assume a prerequisite, for the particular job interview you are seeking will be a letter of application and a personal data sheet. From this you will gain fundamental skills in preparing these two documents in a "mock" interview that will be performed by a member of our advisory committee who will handle you just as he would anyone interviewing for a job in your career objective area.

The time limitation on this project will be two weeks.

Basic Skill Competency - Oral and written communication
Fundamental task - Cognitive Domain level 1.31

MATERIALS, EQUIPMENT, AND RESOURCES

1. Text: Business Writing
2. Booklets on grooming (supplied by instructor)
3. Any other material you can find on job applications and interviews

PRE-PROJECT PREPARATION

1. Student

   Review chapters in Business Writing text on "Effective Application Letters" and "Personal Data Sheets"

Review booklets on grooming

2. Teacher

Select member of Advisory Board Committee and invite him to conduct the "mock" interview

STEP BY STEP

1. Prepare a letter of application for a job opening in your career field (use guidelines in the Business Writing Text)

*2. Prepare a Personal Data Sheet, again using the guidelines in the Business Writing text (covering areas such as personal, previous work experience, references, educational level)

3. Mail these to the Advisory Committee Board member for an appointment for the job interview appointment.

4. You will report to the interviewer's office at the time and date he sets for you. Be sure to note carefully here the type of questions asked and what he seems to be most interested in concerning you and your background.

5. Upon return you will prepare a paper on the various aspects of drawing up a letter of application, a personal data sheet and being involved in an actual interview, which you feel have been most helpful to you.

* For example, did you know that employers are interested in your hobbies as well as work experience, or what unusual questions come up during the interview?

EVALUATION

One half of your grade will depend on the quality of your written paper and the insights you feel that you've gained as to what employers look for in their job applicants.

The other half of your grade will depend on the impression You make during your actual interview (such as: quality of preparation in letter of application and personal data sheet, clearness of expression, dress, neatness, and so on.) This material will be related to me by the Advisory Committee member who interviews you.

How to Prepare for and Participate in a Job Interview

OBJECTIVE

1. To develop a basic knowledge of personal job preparation.
2. To learn the techniques of completing various forms necessary to job application.
3. To become familiar with the correct procedures of a job interview.

NATURE AND SCOPE

You should learn the necessary procedures in applying for a job which everyone will probably do at some time in his life, and the techniques of how to do it could be beneficial.

The preliminary activities of writing letters of application, completing job application forms, and writing resumes can be accomplished in a classroom situation.

The actual job interview will be conducted by a qualified interviewer (businessman, coordinator) either in school or at a place of business and will include presenting yourself to a receptionist.

MATERIALS, EQUIPMENT, & RESOURCES

1. Application for employment forms (obtain from businesses).
2. Copies of resumes (Salesmanship or Retailing texts)
3. Job interview rating forms.
4. Stationery.
5. Occupational Outlook Handbook.

PRE-PROJECT PREPARATION

1. Unit on personal business characteristics - mental and physical.
2. Refer to unit on business letter writing in a business correspondence text.

STEP-BY-STEP DESCRIPTION

*1. Develop a personal characteristic inventory from the example found in the text.

2. Watch a film on "Applying for a Job."

3. Determine a number of ways that you can learn about job opportunities.

*4. Select a job and prepare a job description using the Occupational Outlook Handbook.

5. List the qualifications and experience that you feel would make you fit this job.

6. Complete a job application form, applying for this job

7. Write a letter of application for this job including an envelope.

*8. Complete a Personal Data Sheet or Resume.

9. Arrange for an appointment agreeable to the interviewer setting the time ______________ and place ______________ for the job interview and go through the interview. The rating sheet will be judged and returned.

*10. Write at least a 100 word report on the results and impressions of your interview.

11. Write a thank you letter to __________________ (name of interviewer.)

EVALUATION

The coordinator and student will have a personal conference to review the elements of job preparation, written information (application form and letter, resume, 100 word report), and judge's rating sheet to determine strengths and areas where improvement must be made.

INDIVIDUAL PROJECT

11th Grade Preparatory, 12th Grade Co-op, or Project Method Approximate Time - 1 week

PREPARING AND WRITING A NEWS ITEM

FOR THE LOCAL NEWSPAPER

PURPOSE:

One function of business people is to inform the public of the activities carried on in business. To inform the public, business uses the free space in the newspaper as one of the available media. You should know the mechanics of newspaper reporting, to the degree of getting information published, and the closer the finished publication is to the original draft the better. This project is not intended to prepare journalists, but to help you use good reporting practices in recording events.

OBJECTIVES:

1. To help you recognize news items worthy of publication.
2. To help you use good reporting techniques in gathering news items.
3. To organize information into proper sequencial order of importance.
4. To write information in correct form for publication so that this information would be worthy of a reading audience.
5. To develop an appreciation of published works.

NATURE AND SCOPE:

A duty of business people is to inform the public of the dynamic activities carried on in the fields of distribution, and one of the media of information is the newspaper. To gather, organize, and write information for publication is an important function of business today, particularly for public relations. The business sections of a newspaper show clearly the use of newspaper space for presenting information to the public. A business person should know what is newsworthy; and if he is to have it published, someone must report this news and write it in a form acceptable to the newspaper editor. Most of the time, reporters are not attending an event that would be reported on by business, so a company would use its own personnel.

This project is to be used for specific events carried out for some classroom work done in the COE class. Events or classroom work will be identified by the instructor as they are about to take place; or if you are aware of some event or classroom work worthy of publication, present the idea to your instructor. Date line would be no more than 3 days or for the next deadline of the newspaper if these are weekly or semi-monthly.

If you have a background from a journalism class, use your knowledge for this project; however, follow the step-by-step guidelines in this project. If you do not have a journalism background, you can still produce good copy with practice.

MATERIALS, EQUIPMENT, AND RESOURCES:

1. Pencil and note pad.
2. Small tape recorder if available. This is especially desirable if the news item is an interview.
3. Dictionary
4. Local telephone book in case of name and address identification and spelling.
5. Typewriter, 8 1/2 x 11 inch typewriting paper and eraser.

PRE-PROJECT PREPARATION:

1. Get information of the event, time, place, and date.
2. If the event is an interview, make an appointment for the interview.
3. Have a briefing with your instructor of the event.

STEP-BY-STEP

1. Before you attend the event, write the correct title of the event, where this is to take place, and the day, month, and year of the function.
2. Attend the event and be there early so that you feel organized.
3. As soon as you arrive at the place of the event, write down on your pad, being complete:
    a. The names of all principle people attending
    b. The names of all people performing important tasks; this could be taken from a program if one is available.
    c. What is being done, in chronological order.
    d. How the event is being carried out, and take note of any variations or any unusual side lights as the program progresses.
    e. Get the approximate attendance figure.
4. As soon after the event as possible, so the information is fresh in your mind, use your notes and write in manuscript form the story of the event.
    a. Place in the first paragraph the title of the event, names, places, and time of the happening.
    b. Write in paragraphs of two or three sentences, and in each paragraph have a complete idea.
    c. Proofread your copy for spelling of names, addresses, and correct grammar.
5. Boil this manuscript so that you convey the meaning of each paragraph cutting unnecessary words, and what you think is trivial matters or information.

*CHECK POINT:

Check with your instructor to see if you have boiled enough, or if you have boiled too much.

6. Number your paragraphs as to what you think is the most important first and on down to the least important. The first paragraph is the lead.

7. Create a "slug" or a line to identify the story; this is not necessarily the title of the event.

8. Type, or have a friend type, on 8 1/2 x 11 paper, in manuscript form, with double spacing:
   a. Name and address of your school
   b. Your name and telephone number
   c. Your "slug" line
   d. Your story in the order of importance as you saw it
   e. At the bottom of a page (MORE) if there is more continued on to the next page.
   f. "End Mark" or "30" at the end of your story.

*CHECK POINT:

Go over your story with your instructor, and be ready to present a reading of the story to the class.

9. Read your story to the class for comments. Be prepared to take additional material or to delete some information when the class discusses the story with you.

10. Make necessary additions or corrections that the class discussed with you and retype your story if changes are made.

11. Take your manuscript to the school news department of your local newspaper in person. Be prepared to answer questions from the person in charge of receiving your manuscript, and by being present, the accuracy of your story can be enhanced.

EVALUATION:

When you read your story to the class, ask for comments. Make sure the comments come from persons in attendance of the activity. If there are many comments in the form of additional information, you may not have been too aware of the major points or you boiled too much. If you have trouble conveying the meaning, you will have requests to explain certain paragraphs of your story.

If your story appears in the newspaper and is reasonably close to the way you have written it, the event was newsworthy and the writing met with the editor's acceptance.

TEEN AGE STYLE SHOW

Title: Refinement of Social Skills

Purpose: To refine all the social skills of speech, poise, confidence, and tact at the operational level through the organization and presentation of a men's style show and actively participates** in the steps involved in this project. Each member of the project group shall demonstrate[1] his ability to write creatively*** AND SPEAK effectively in the commentary portion. This project shall be presented in the class room and shall be acceptable for a DE assembly program.[3] It shall be professional[2] enough to be presented to civic groups or used as a TV show.

Nature and Scope: This shall be a bonafide showing of current and/or advance fashions for men in the classifications of sportswear, casual wear, business attire, and formal clothing for adult males. You are to involve students from the DE classes and faculty members.

Matorial, equipment, and Resources:

DE Display equipment and art materials

DE Dept. tape recorder

PA Set

School Library: History of Fashion

Local Newspaper

National Periodicals

Television

Participating Merchants

---

*	Affective Domain 2.2	1.	Performance
**	Affective Domain 3.2	2.	Standards
***	Cognitive Domain 5.10	3.	Extent

Step by Step:

1. Research

Study periodicals and local newspaper for men's fashions. Compare with items offered in local stores. Observe TV advertising, observe men's clothes on TV programs (identify point of origin; i.e. West Coast, East, foreign). Select national men's wear companies and order samples of materials and information about them.

2. Theme, Background, Time, and Place

Select a theme for the presentation. Work up background--make props, scenes, etc., using display techniques and equipment. Your first showing is ______(date)______ in the classroom; the second showing will be ______(date)______ in the school auditorium. (Merchants, TV station, or civic group will set time and place for subsequent showings.)

3. Select models

Using your own knowledge and judgement of good appearance, select models and gain their cooperation. These should be chosen from the DE class and young faculty.

Get help from resource person.

4. Contact merchants, enlist their assistance in providing fashions to be shown. Arrange a fitting date; have models present for fitting at merchant's convenience.

4a. Select music.

5. Each group member write a format and commentary. Select best parts of each paper and rewrite. Tape commentary and submit to coordinator for suggestions and improvements, if necessary. Each group member read a portion of the commentary on this tape and in the actual presentation. (Check point)

5b. Publicity

6. Dress rehearsal (Check point)

7. Presentations

8. Return equipment, materials and clothing to point or origin

Evaluation:

Student Evaluation:

Evaluate each other in the group according to the following:

Did each member assume his share of responsibility?

Did group function as a team?

Was the conduct of each group member business-like?

Did each member contribute to the writing of the commentary?

Did each member have a speaking part in the commentary?

Follow-up evaluation (to be made within two weeks)

Has this project been presented on TV?

For a civic group?

For a participating merchant?

Did the participating merchants have any return (sales) as a result of your professionalism in showing the styles?

Did each group member display confidence in himself?

In other members of the group?

Were you proud to be asked to present this showing for agencies

Outside of the school?

Have you discovered a new phase of distribution?

How did you benefit from the project.

Evaluation:

Teacher evaluation of Project:

Did students take their responsibilities seriously?

Were all steps followed?

Was commentary correct and well-timed?

Did leadership qualities emerge?

Did any particular student in the group show more ability than others?

Did these students feel more at ease in the basic social skills after having completed this project?

Instructions to the Teacher

1. This project is designed for senior students who have completed DE I and DE II Sales Promotion and Advertising.

2. The student is "on his own" in the refinement of social skills desired in this project; keep checkpoints at a minimum.

3. Give validity to students' efforts by contacting merchants before this project is assigned.

4. This project should be assigned to a small group of from three to six students.

5. week or ten days.

(To workshop participants: This is a rough draft; please use your copy to mark or change to fit your individual situations.)

YOUTH ACTIVITIES

Objectives of Cooperative Education Clubs

A most important phase of the COE program is the participation of the cooperative student in the club program. The student-learner works in the afternoon so his schedule does not permit participation in many of the extracurricular activities of the school. Therefore, the need for some social activity based on mutual interests is necessary. The problem is aleviated by a local club having a wide variety of activities. The coordinator acts as the advisor for the club.

The student-learner on graduation should have a background of technical information and skills; he should also have knowledge of and an appreciation for his responsibilities as a citizen. Without such understanding, the individual may have limited effectiveness in community affairs. Therefore, the development of an efficient social and civic-minded individual should be an important objective of the DCT program. The objectives as listed by the constitution of the cooperative education clubs are as follows:

1. To promote the growth and better understanding of cooperative vocational education in the school, the community, and the state
2. To foster the best possible spirit of cooperation between employer, trainee, school, and parents
3. To encourage the undertaking of some worthy school or civic project by each local club during the year
4. To encourage local clubs to bring employer-employee groups together annually through employer-employee banquets and other activities
5. To encourage local clubs to direct their efforts towards the development of leadership, scholarship, and vocational proficiency
6. To coordinate the activities of the various local clubs in order that all shall be strong for a common purpose

Club Participation

The organization of a local DCT club should be completed as soon after school opens as is practical. The handbook, Parliamentary Procedure for Cooperative Education Clubs of Florida, will prove very helpful in the organization of a COE club. (The parlimentary procedure handbook can be obtained from the Cooperative Education Clubs of Florida, 215 Knott Building, Tallahassee, Florida, at a price of $1.50) Guidance by the corrdinator on the duties of the different officers will help the student-learners to choose a better qualified slate of officers.

At the initial meeting designated for club formation, the coordinator should outline the objectives, the procedures to be followed, some possible projects to be completed during the year, and in general present an overall view of the functions of the DCT club.

Club dues are paid by members to the local club.

A local club constitution should be formulated as the governing basis for the club. A list of some suggested club activities follows:

1. Civic and school projects
2. Picnics
3. Dances
4. Assembly programs
5. Radio and TV programs
6. Fund-raising projects, if necessary
7. Employer-employee banquet
8. Open house
9. Preparation for district meeting

Of the many possible activities, there are two that merit special consideration: the employer-employee banquet and open house.

The purposes of the employer-employee banquet are:

1. To express to employers appreciation for their participation in the program.
2. To give employers a better conception of the job which they and the school are doing.
3. To bring about a better understanding among employers, school, and student-learners.
4. To provide a practical learning situation for students.
5. To present to employers certificates of appreciation.

The COE trainee benefits from the planning, participation, preparation, and presentation of the employer-employee banquet. It is suggested that a unit on etiquette be studied during the General Related Study class prior to the banquet. Every student should have a part in the banquet preparations. Committee assignments for each may tend to enhance participation. Some items to be considered in planning the banquet are:

1. Location
2. Budgets, costs of entire program of events to be presented.
3. Special guests, the state officials, county superintendent, high school principal, and advisory committee and their wives should be invited if finances permit.
4. Entertainment to be presented.
5. Speaker or not, as the club may desire. A guest speaker is recommended.
6. Publicity. The employer-employee banquet can be one of the year's most effective publicity devices. Invitations should be extended to the newspaper reporter or editor and the photographer. The committee on publicity can prepare write-ups in advance. The local school paper should be informed and a representative invited.
7. Introduction of employers by employees. Trainees should learn and practice the correct method of introductions during study of the etiquette unit.
8. Before the date is set, the speaker should be consulted, the school calendar and outside community activities should be checked for conflicts.

Open House

The open house may be held at any time during the year. (In some high schools this is an all-inclusive program.) Employers, parents, and faculty members should be invited. The classroom should be arranged at its best with appropriate exhibits and study materials set up to show what the class is accomplishing and the scope of student training. Refreshments may be served and a brief student program of entertainment offered.

Publicity

Club activities should merit publication in the local newspapers and mention over the local radio news period. News releases of all kinds should be complete and distributed to all media at the same time. The coordinator should proof-read and supervise all releases. He should assist in selecting and submitting good material to the official organ of the state federation for publication. Good photographs of club activities and trainees on-the-job are important in securing adequate publicity.

Club participation in community service projects may be highly desirable. Red Cross, community chest, cancer and heart drives are only a few that could be acceptable to the local club.

Certificates of Merit

Each club has the privilege of awarding "Certificates of Merit" to student-learners for outstanding achievement during the school year. The basis of the award is left to the local program.

The forms are issued by the Distributive, Cooperative, and Business Education Section of the State Department of Education. The awards may be presented at either the Employer-Employee Banquet, Award Assembly, or a Graduation exercise, or at a time deemed appropriate by the coordinator.

TYPES OF COE STUDENT ORGANIZATIONS

DECA - Distributive Education Clubs of America
FBLA - Future Business Leaders of America
FFA - Future Farmers of America
FHA - Future Homemakers of America
VICA - Vocational Industrial Clubs of America

OUTLINE OF A SUGGESTED PROCEDURE FOR CONDUCTING A CONTINUOUS FOLLOW UP OF COE GRADUATES AND DROPOUTS

The purpose of this outline is to determine what becomes of the COE graduate and dropout and to determine what outstanding achievements have been accomplished among them; further, to determine whether or not COE is meeting its objectives, and to use this information to gain the interest, cooperation, and support of the general public to further Cooperative Occupational Education.

Procedure:

1. The superintendent and principal should be advised of the need for continual follow up study.
2. The dropouts and graduates names and addresses should be kept and grouped in order of termination date from your school.
3. A permanent record should be kept and arranged by year of class. This should be a permanent record with as much data as possible.
4. Shortly before January 1, a follow-up should be prepared asking for completion and return in the self-addressed stamped envelope. (See sample on following page.)
5. Transfer data from the returned follow-up forms to the permanent records.
6. Each year the permanent records' information can be summarized and forwarded to the state office. In this way, the state office can have a complete summary of the whole state.
7. The importance of "follow-up" studies should be impressed upon the students from the time they enter the program.
8. After the system has been in operation a short time, you will find that it does not require a great deal of work to maintain as it is done annually.

SUGGESTED FOLLOW-UP FORM:

1. Name ______________________________

2. Present Address ________________________________

3. Marital Status ________________________________

4. Are you presently employed? ____________________

a. Job, Title, or Position ______________________________

b. Name and address of employer ______________________________

5. If not employed, are you seeking employment? ____________________

6. Are you now or have you taken additional training or education?

7. How would you evaluate your occupational training at (...insert school name)?

Excellent __________ Good __________ Fair __________ Poor __________

8. Please check your monthly salary range:

Monthly: $ 1 - 299 ______
300 - 499 ______
500 - 799 ______
800 - 999 ______
over $1,000 ______

9. List two people and addresses who will know your location:

SURVEY OF GRADUATES

Name ______________________________ Date ____________________

Address ____

Present Address ____

Graduating Class ____________ Course ____________ Are you married? ____

Record of Additional Education
(Extension, Correspondence, Business College, Other College)

Dates	School	Work Taken

Record of Employment
(Please list all employment regardless of duration)

Dates	Employer	Type of Work

Have you failed at any time to secure work because of lack of training? ______

What training would you have needed? __________________________

What subjects did you have in high school which have been of definite value to you? __________________________

Do you have any suggestions for the improvement of our high school? ______

Would you like to have your name placed on a list of graduates to be recommended for employment? __________________________

State choice of employment:

1. __________________________
2. __________________________
3. __________________________

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PLACEMENT OF PROGRAM COMPLETIONS IN VOCATIONAL EDUCATION PROGRAMS

(Vocational Education Amendments of 1968, Public Law 90-576)

READ INSTRUCTIONS ON REVERSE BEFORE COMPLETING THIS FORM

O.M.B. NO. 51-R0841
APPROVAL EXPIRES: 3/31/74

STATE/OUTLYING AREA

DATE PREPARED

FISCAL YEAR ENDING: June 30, 19

REPORT DUE: December 31, 19

LEVEL *(check one)*
☐ SECONDARY ☐ POSTSECONDARY ☐ ADULT *(prep.)*

VOCATIONAL PROGRAM	COMPLETIONS	STATUS UNKNOWN	KNOWN TO BE NOT AVAILABLE FOR PLACEMENT		KNOWN TO HAVE BEEN AVAILABLE FOR PLACEMENT		
			CONTINUING EDUCATION AT HIGHER LEVEL	OTHER REASONS	EMPLOYED FULL-TIME IN FIELD TRAINED OR RELATED FIELD	UNEMPLOYED *(seeking work)*	OTHER EMPLOYMENT
(a)	*(b)*	*(c)*	*(d)*	*(e)*	*(f)*	*(g)*	*(h)*
1. TOTAL							
2. AGRICULTURAL PRODUCTION							
3. NON-FARM AGRICULTURE							
4. DISTRIBUTION							
5. HEALTH							
6. HOME ECONOMICS *(wage earning only)*							
7. OFFICE							
8. TECHNICAL							
9. TRADES AND INDUSTRY							
10. DISADVANTAGED	( )	( )	( )	( )	( )	( )	( )
11. HANDICAPPED	( )	( )	( )	( )	( )	( )	( )

PRINT OR TYPE NAME OF STATE DIRECTOR

SIGNATURE OF STATE DIRECTOR

OE FORM 3139, 12/71

REPLACES PREVIOUS EDITIONS OF THIS FORM WHICH ARE OBSOLETE.

INSTRUCTIONS

This report is due **December 31** and should show the status of respondents as of the work week ended nearest November 15 of the current calendar year. This form is concerned with a follow-up of students who completed a secondary, postsecondary, or adult preparatory program during the fiscal year just completed. Complete and submit a separate form for each level reported. Indicate level to which form applies.

Column (b). Report the number of students who:

(1) Successfully completed the required sequence of vocational instruction in their programs of study and graduated.

(2) Completed the vocational program requirements and left school at the end of the year, without graduating.

(3) Terminated their training in a program prior to normal completion time but who have gained marketable skills and have been employed full time in the field for which they have been trained.

The number of completions reported here should relate to the number of completions *(and left prior to normal completion time with marketable skills)* reported on **OE Form 3138.**

Column (c). Report the number of students who could not be located.

Column (d). Report the total number of students who are known to be not available for placement because of continuing their education or training at a higher level *(postsecondary).*

Column (e). Enter the total number of students known to be not available for placement for other reasons, i.e., the students who entered the Armed Forces and those not available due to death, illness, or by choice.

Column (f). Report the total number of students known to have been employed full time in the field for which they were trained or a closely related field. Full-time employment means working the number of hours per week considered normal for that particular occupation.

Column (g). Report the total number of students who are known to have been available for employment and were unemployed on November 15.

Column (h). Enter the total number of students known to have been available for placement and who are employed in an occupation not related to the training received, or are employed part time.

The sum of **columns (c)–(h)** must equal the total of **column (b).**

Line 1 – Total. Report the sum of all vocational programs for lines 2–9.

Lines 10 and 11. Break out the number of students who prepared for employment in an occupational program and are also classified as disadvantaged or handicapped. This number is a duplication and does not equal the total.

TERMS USED IN COOPERATIVE OCCUPATIONAL EDUCATION

COOPERATIVE PROGRAM

Indicates that local business organizations, the school, the home, and the student all work together to accomplish the objective of training the student in a cooperative occupation.

SPECIFIC INSTRUCTION

Sometimes called "individualized instruction." It is that part of the curriculum which provides the student with closely supervised instruction which is related directly to his job and chosen occupation. This instruction is taught on an individualized basis using reference material from the occupation in which the student is training.

TRAINING PLAN

A preplanned schedule of work training experience which is set up as a guide for the training sponsor and the school. The plan is devised with the individual student and his training objective as the primary consideration.

TRAINING SPONSOR

The person designated as the student's supervisor on the job. He confers regularly with the coordinator to help carry out the training objective.

TRAINING STATION

The designation used to refer to the business establishment where the student is trained. The student must be an employee of the business and must be earning wages, accepting responsibility, and performing job duties which provide suitable training.

STUDENT-TRAINEE

The student who is enrolled in the Cooperative Education program and is employed in a business establishment which has been approved for training.

TEACHER-COORDINATOR

The school's representative who not only is a classroom instructor but also works with local business persons to place students in a training situation and to coordinate the classroom study to the student's individual training needs.

COORDINATION

Coordination involves promotion, placement, observation, conference and evaluation. It includes conferences with student learners, visiting them at their training station, consulting with employers or training sponsors to determine their training needs, making analysis of their duties to be performed on the job preparing course outlines, selecting instructional materials and relating the classroom instruction with occupational experience.

OCCUPATIONAL

Occupational or technical training or retraining which is given in school or classes under public supervision and control or under contract with state board or local education agency, and is conducted as a part of a program designed to fit individuals for gainful employment as semi-skilled or skilled workers or technicians in recognized occupations.

DOWN TOWN TEACHER/COMMUNITY CLASSROOM TEACHER

Terms often used to designate the training sponsor.